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ABSTRACT

This document presents information on Projects to Advance Creativity in Education (PACE), projects funded under the Bilingual Education Program, and projects funded under the Dropout Prevention Program, which were approved during the fiscal year 1969. Each project included in the volume has been indexed according to principles developed in the Educational Resources Information Center (ERIC), and the indexes are organized by subject matter, local educational agency, and project number. A resume is provided for each project. A description of ERIC products and services is also included. (DGC)

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pace Projects to Advance Creativity in Education
ERIC Educational Resources Information Center

OE 20166

pacesetters in innovation

fiscal year 1969

Title III, Supplementary Centers and Services Program
Title VII, Bilingual Education Program
Title VIII, Dropout Prevention Program
Elementary and Secondary Education Act of 1965

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purpose and use

PACESETTERS IN INNOVATION, Fiscal Year 1969, presents information on Projects to Advance Creativity in Education (PACE), projects funded under the Bilingual Education Program, and projects funded under the Dropout Prevention Program, which were approved during fiscal year 1969. These demonstration programs are authorized and funded under titles III, VII, and VIII, respectively, of the Elementary and Secondary Education Act of 1965.

This volume represents a compilation of projects funded under these three programs. The projects were abstracted according to the format followed by the Program Analysis and Dissemination Branch, Bureau of Elementary and Secondary Education, and were indexed according to principles developed in the Educational Resources Information Center (ERIC), a comprehensive information system operating within the National Center for Educational Communication of the Office of Education.

PACESETTERS relies upon two basic formats -- indexes and résumés -- to serve the searcher and the browser. The indexes, which are described in the pages of their respective sections, are keyed to the accession numbers so that every index refers the reader directly to the corresponding résumé. The résumés, which highlight the significance of each project, are arranged sequentially by the ES ACCESSION NUMBERS.

Readers are encouraged to start with the INDEXES to obtain information. The Indexes permit specific searches of the résumés. The ES ACCESSION NUMBER is the key to the use of the volume.

order of title III project listings

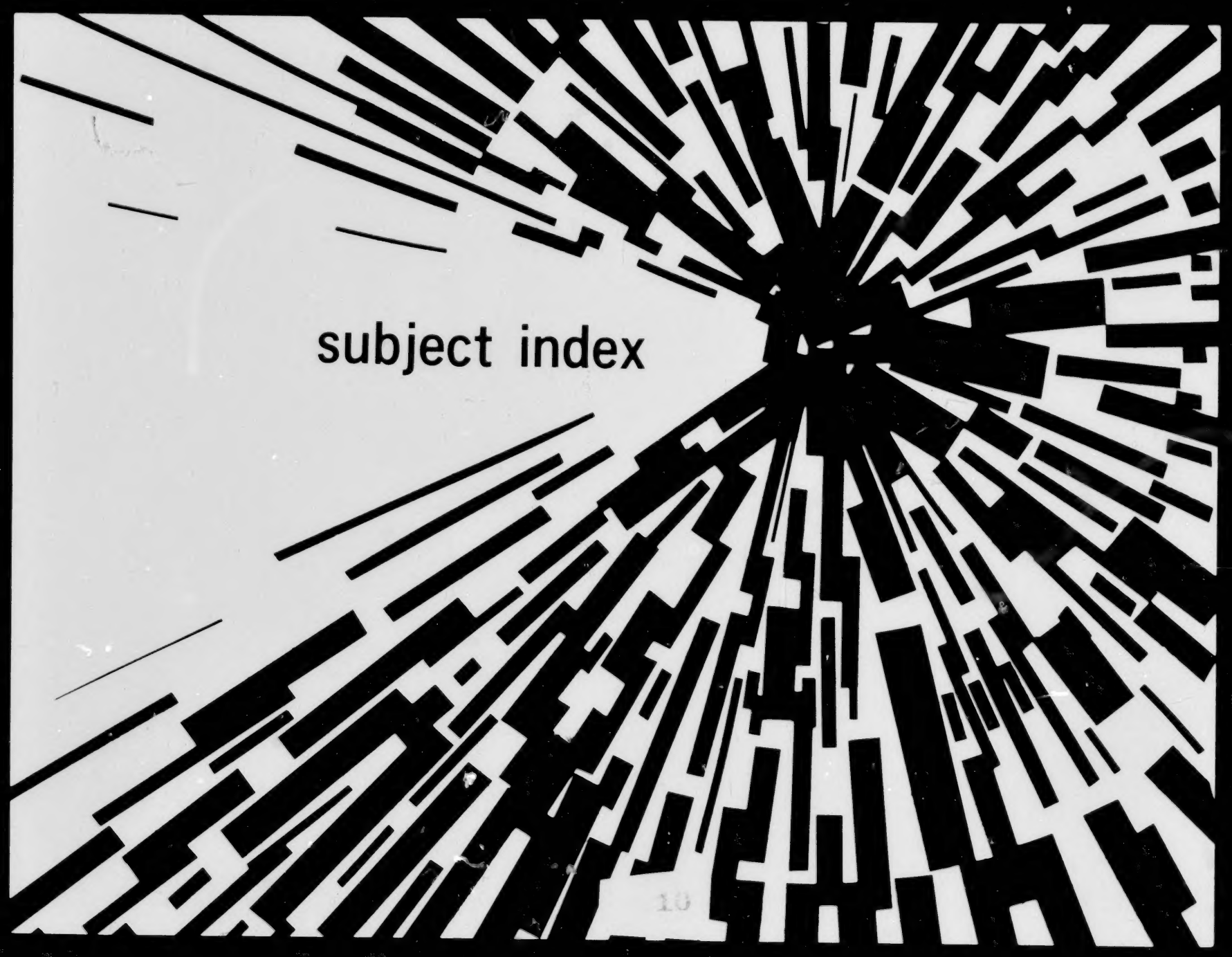
The following Title III, ESEA projects are included at the end of the project listings (These projects were approved by the U.S. Office of Education in fiscal year 1969):

State or Other Area	OE Project No.	Project Title
California	DPSC-69-6800	"Supplemental Service Center"
Connecticut	DPSC-69-6799	"Project 3R"
District of Columbia	DPSC-69-6811	"Educating Emotionally Handicapped Using Behavior Modification"
Florida	DPSC-69-6812	"Extended In-System Training Regarding Specific Learning Disabilities"
Florida	DPSC-69-6813	"Creative Media for the Handicapped"
Georgia	DPSC-69-6820	"Centers for Specific Learning Disabilities"
Illinois	DPSC-69-6824	"Prescriptive Individual Instruction (Pride)"
Maine	DPSC-69-6804	"Active Rehabilitation Integrated with Socialization and Education (ARISE)"
New Jersey	DPSC-69-6805	"Mainstream Revisited"
New Jersey	DPSC-69-6806	"Prescriptive Teaching Program"
New Jersey	DPSC-69-6807	"An Interdisciplinary Approach to the Education of the Learning Handicapped Public High School Student"
North Carolina	DPSC-69-6825	"Project Enlightenment"
North Carolina	DPSC-69-6826	"Six to Six"
North Dakota	DPSC-69-6821	"Student Enrichment Through Multiphasic Education"
Ohio	DPSC-69-6822	"Circumventing Learning Disabilities—Neurologically Handicapped"
Ohio	DPSC-69-6919	"Reversal and Prevention of Negative Social Attitudes"
Oklahoma	DPSC-69-5946	"The Tulsa Economic Education Project (TEEP)"
South Carolina	DPSC-69-6814	"Laboratory Science Program in Clover"
South Carolina	DPSC-69-6815	"Kindergarten in Fairfield County"
South Carolina	DPSC-69-6816	"Initiating Instructional Change Through Modified Administrative Behavior by Elementary Principals"
South Carolina	DPSC-69-6817	"English Curriculum Development and Implementation"
Tennessee	DPSC-69-6818	"Regional Planning and Pilot Project to Provide Adequate Services to Handicapped Children in the Regular Classroom"
Virgin Islands	DPSC-69-6827	"An Educational Diagnostic Center"
Washington	DPSC-69-6798	"Special Education Music-Dance Program"

title III projects not included in this volume

The following Title III, ESEA projects are not included in this volume (These projects were approved by State educational agencies in fiscal year 1969):

State	SEA Project No.	Project Title
California	14-0076	"Harbinger"
California	14-0108	"Reading and Language Development for Retarded and Handicapped Children"
California	14-0210	"Development of Curriculum Offerings for Educable Mentally Retarded Students"
California	14-0226	"Special Education Regional Center"
California	14-0264	"Growth Oriented Environment for Handicapped Children"
California	14-0267	"Model of Integration for Retarded Children"
Washington	57-0030	"Music-Dance Program"


subject index

This index lists the titles of projects under the major subject terms (descriptors) that are pertinent to the project. The subjects, which conform to the rules established for the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, ACCESSION NUMBERS are displayed below and to the right of the titles. Additional information about the project can be found under the ACCESSION NUMBER in the Project Résumés section.

Able Students

DEMONSTRATION CENTER FOR MODIFIED AND ADAPTED PHYSICAL EDUCATION UTILIZING EXISTING MINIMAL FACILITIES IN ELEMENTARY SCHOOLS
ES 000 653

OPERATION GO
ES 002 416

PROJECT MATCHMAKER--A PROGRAM DESIGNED TO MATCH SCHOOL AND COMMUNITY RESOURCES TO THE NEEDS OF STUDENTS FOR TALENT DEVELOPMENT
ES 002 232

SPECIAL EDUCATION FOR GIFTED STUDENTS THROUGH THE GIFTED OPPORTUNITIES PROJECT
ES 002 269

TWIN CITY INSTITUTE FOR TALENTED YOUTH
ES 002 270

Accession Number

Subject Index

Ability Grouping
A STUDY OF SCHOOL READINESS
ES 002 573 ###-#

Ability Identification
(SWAP) Shared Work Approach to Prescription
ES 100 176

Academic Achievement
Centers for Specific Learning Disabilities
ES 100 286
Exemplary Magnet Program
ES 100 260
Male Oriented Program for Boys
ES 100 248
Opportunity Classes for Handicapped Children
ES 100 205
Precision Teaching and Self Government
ES 100 138
Project SKILL (Skill Development Through Individual Learning Levels)
ES 100 258
To Provide Services to the Handicapped
ES 100 168
A Public School Program for Slow Learning Children
ES 100 207
Under-Performance That Is Genuinely Halted (Uptight)
ES 100 042

Academically Handicapped
Educationally Handicapped Multi-media Presentation
ES 100 032
Innovative Teaching of Educationally Handicapped Children
ES 100 051
An Interdisciplinary Approach to the Education of the Learning Handicapped Public High School Student
ES 100 276
New Horizons for Handicapped Readers
ES 100 228
Renton Learning Center
ES 100 257
Teaching Handicapped in Regular Classroom
ES 100 037
Zoo Project for Handicapped Children
ES 100 052

Academic Aptitude
Youth High School Study Center (YHSSC)
ES 100 217

Achievement Tests
Experiment in Deficit Grouping
ES 100 167

Action Research
ADAPT Supplementary Educational Center
ES 100 068

Activity Learning
Educationally Handicapped Multi-media Presentation
ES 100 032
Prevocational and Occupational Education for Educable Mentally Retarded Students
ES 100 067

Adjustment (to Environment)
Adjustment Training for Independent Living
ES 100 141

Administrative Organization
Special Education Regional Interdistrict Clearinghouse
ES 100 140

Administrative Personnel
(SWAP) Shared Work Approach to Prescription
ES 100 176

Administrator Qualifications
Initiating Instructional Change through Modified Administrative Behavior by Elementary Principals
ES 100 282

Adolescents
Educationally Handicapped Early Adolescent Program (EHEAP)
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ES 100 274

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The Bilingual School (P.S. 25 Bronx)
ES 200 043
Intercommunications through Word Power
ES 100 009
A Program for the Severely Handicapped in the Barstow Area
ES 100 046

Advisory Committees
Central Arkansas Educational Service Center
ES 100 010

After School Programs
Mainstream Revisited
ES 100 274

Agencies
Regional Plan for Services to Handicapped
ES 100 231

Aggression
Family Life Education Curriculum Project (FLECP) Sub-project Constructive Control of Aggressive Behavior
ES 100 192

Alcohol Education
F.L.E.C.P. - Alcohol and Tobacco
ES 100 193

American History
Conceptual Approach to American History through Laboratory Experiences
ES 100 114
Experiences in Living History
ES 100 091
Museum of History of Black Americans
ES 100 165

American Indian Culture
Bilingual Education Project for Navajo
ES 200 071

American Indians
Bilingual Bicultural Education Program
ES 200 067
Bilingual Curriculum Development for Cherokees
ES 200 069
Cherokee Bilingual Education
ES 200 070
Intercommunications through Word Power
ES 100 009
Parental Attitude and Student Retention Program
ES 300 009
Pride of Heritage: A Refocus on Indian Education
ES 100 241
A Proposal Under Title III: Plains Indian History
ES 100 211
Student Enrichment through Multiphasic Education
ES 100 287
Uintah Indian - Mexican American Bilingual Bicultural Program
ES 200 066

Ancillary Services
The Establishment of a Center for Multiple Handicapped Children
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Anglo Americans
Bilingual Education English-Spanish
ES 200 006
Brentwood Bilingual Education Project
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ES 200 025
Hacia Nuevos Horizontes (Towards New Horizons)
ES 200 059
Helping Advance Bilingual Learning in Abernathy
ES 200 049

Aphasic Children
Developing Linguistic and Conceptual Ability in Aphasic Children
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Exemplary Library Media Center ES 100 012

Auditory Discrimination
Auditory Discrimination Training Program ES 100 096
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Innovative, Developmental, Educational, Audio-Speech Project ES 100 155

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Rubella Children, Complete School Programs (Pilot Project) ES 100 082
Speech and Language Development ES 100 094
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Autoinstructional Aids
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Region One Bilingual Project ES 200 059

Aviation Technology
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A Program for the Severely Handicapped in the Barstow Area ES 100 046

Behavioral Objectives
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Gonzales ESL/Bilingual Project
ES 200 015

Hacia Nuevos Horizontes (Towards New Horizons)
ES 200 056

Helping Advance Bilingual Learning in Abernathy
ES 200 049

Learning and Communicating Bilingually
ES 200 012

Region XIII Bilingual Education Program
ES 200 055

San Felipe Educational Bilingual Program
ES 200 047

Uxian Indian Mexican-American Bilingual Bicultural Program
ES 200 066

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ES 100 202

An Interdisciplinary Approach The Teaching of Reading and Study Skills in the Subject Content Areas in the Middle School
ES 100 112

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ES 200 008

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ES 200 030

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ES 100 136

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ES 100 252

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ES 100 250

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ES 100 121

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ES 100 144

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ES 100 186

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ES 100 131

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Zoo Project for Handicapped Children
ES 100 052

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ES 100 054

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ES 100 168

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IPI Through Multi-grading
ES 100 097

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Educationally Handicapped Multi-media Presentation
ES 100 032

Multi-Media Achievement Center for the Deaf
ES 100 030

The Tulsa Economic Education Project (TEEP)
ES 100 269

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Comprehensive Education for Multiply Handicapped Deaf Children
ES 100 064

THE ESTABLISHMENT OF A CENTER FOR MULTIPLE HANDICAPPED CHILDREN
ES 002 556

The Establishment of a Center for Multiple Handicapped Children
ES 100 165

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ES 100 049

Project for the Multi-handicapped Blind
ES 100 039

Multisensory Learning

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ES 100 205

Speech and Language Development
ES 100 094

Speech, Language, and Hearing Project
ES 100 240

VIDECOR
ES 100 020

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Experiences in Living History
ES 100 091

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ES 100 185

OUTDOOR EDUCATION--CONFERENCE AND SERVICE COMPLEX
ES 002 388

Music Activities

North Idaho Music Enrichment Project
ES 100 095

Music Education

Improving the Visual Perception Co-ordination and Concentration of Educable Mentally Retarded Children through Music
ES 100 115

LISPRO
ES 100 092

Pasco Mobile Class Piano Laboratory
ES 100 250

Special Education Music-Dance Program
ES 100 270

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ES 002 388

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ES 100 116

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ES 002 388

Navaho
Bilingual Education Project for Navajo
ES 200 071

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ES 100 185

Negro History
Museum of History of Black Americans
ES 100 185

Neurologically Handicapped
Circumventing Learning Disabilities-Neurologically Handicapped
ES 100 288
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ES 100 205

Nongraded Classes
Innovative Exemplary Non-graded Instruction
ES 100 146
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ES 002 573

Nursery Schools
Language Development: An Early Program
ES 100 162

Occupational Guidance
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ES 100 247
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ES 100 066

Occupational Information
Implementing an Occupational and Exploratory Program as Related to the World of Work in the Modern Junior High School
ES 100 215
Seneca Area Vocational Information Center
ES 100 199

Occupational Surveys
Pre-Occupational Education for the Rural-Oriented
ES 100 123

Ocean Engineering
A Model Marine Science Laboratory
ES 100 243

Oglala Sioux Indians
Parental Attitude and Student Retention Program
ES 300 009

Operations Research
Northern California Supplementary Educational Center
ES 100 015
Planning-Programming-Budgeting System Model
ES 100 166

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ES 100 205

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Verbo Tonal Audiometry
ES 100 191

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Panhandle Educational Program for Bilingual Literacy
ES 200 036

Outdoor Education
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ES 100 116
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ES 100 109
Kemmerer Outdoor Laboratory (KOLab)
ES 100 267
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ES 100 070
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ES 002 388
An Outdoor Guidance-Learning Camp for Emotionally Disturbed and Socially Maladjusted Children
ES 100 110
OUTREACH (Outdoor Unified Training for Recreation Education, Appreciation, Conservation, Health)
ES 100 008

Paraprofessional School Personnel
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ES 100 063
A Regional Program for Handicapped Children
ES 100 090

Parent Counseling
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ES 100 064
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ES 100 200

Parent Education
Educational Services for Pregnant Teenagers
ES 100 154

Parent Participation
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ES 100 273
Bilingual-Bicultural Education for Children, Parents and Teachers in the Los Nietos School District
ES 200 011
A Bilingual Program for Primary Children and Parents
ES 200 022
Combatting Human Inadequacies and Learning Disorders (CHILD)
ES 100 254
Creating a Supportive Educational Atmosphere between Parents and Their Three to Seven Year Old Handicapped Children
ES 100 044
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ES 100 261
Language Development: An Early Program
ES 100 162
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ES 100 102
A New Approach to Health Education through Parent Participation
ES 100 007
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ES 100 152
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ES 200 055
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ES 100 257
School-Home Television Preschool Hearing Handicapped
ES 100 157
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ES 100 065
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ES 100 291
Southeastern New Mexico Bilingual Program
ES 200 038

Parent School Relationship
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ES 300 009

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ES 100 169

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ES 100 265

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ES 100 096

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ES 100 041

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ES 100 050
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ES 002 574
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ES 100 221
Prescribed Instruction in Physical Education (PIPE)
ES 100 149

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METROPOLITAN AQUATICS PROGRAM FOR THE HANDICAPPED
ES 002 561

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ES 100 013

Physical Fitness
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ES 100 050
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ES 002 574

Physically Handicapped
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ES 100 273
Continuous Progress for Handicapped Youngsters
ES 100 089
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ES 002 561
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ES 100 149
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ES 100 204

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ES 200 004
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ES 200 006
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ES 100 177
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ES 100 122

Planning
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ES 100 166
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ES 100 151
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ES 100 041

Planning Commissions
Santa Clara County Superintendent of Schools Projects to Advance Creativity in Education
ES 100 060
Thomasville Education Master Planning Operation (TEMPO)
ES 100 093

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Project STAY
ES 300 006

Practicums
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ES 100 224

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Educational Services for Pregnant Teenagers
ES 100 154

Preschool Children
Bilingual-Bicultural Education for Children, Parents and Teachers in the Los Nietos School District
ES 200 011
Bilingual Preschool Program
ES 200 017
A Bilingual Program for Primary Children and Parents
ES 200 022
Birmingham Public Schools Correlative Education Limited Hearing Children
ES 100 002
Building Bilingual Bridges
ES 200 068
Centers for Innovation and Change (Project CINCH)
ES 100 229
Creating a Supportive Educational Atmosphere between Parents and Their Three to Seven Year Old Handicapped Children
ES 100 044
A Demonstration Bilingual Education Program
ES 200 026
Early Childhood Bilingual Education
ES 200 019
Enrichment Program for Handicapped and Deprived Children
ES 100 179
Espanola Bilingual Education Program
ES 200 040
Focus on Preschool Developmental Problems
ES 100 071
Group and Individually Prescribed Instruction for Handicapped Children
ES 100 142
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ES 100 074
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ES 100 016
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ES 100 073
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ES 100 107
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ES 100 188
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ES 100 024
Language Development: An Early Program
ES 100 162
Let's Be Amigos
ES 200 045
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ES 100 183
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ES 100 059
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ES 100 045
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ES 100 152
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ES 200 024
Rubella Children: Complete School Programs (Pilot Project)
ES 100 082
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ES 200 016
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ES 100 157
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ES 200 042
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ES 100 061
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ES 100 069

Preschool Education
A Pre-kindergarten Child Development Program
ES 100 130

Preschool Evaluation
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ES 100 148

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ES 100 219
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ES 100 148

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ES 200 064
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ES 100 218
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ES 200 037
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ES 100 238

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ES 100 067
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ES 100 216

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ES 100 150
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ES 100 047

Principals
Initiating Instructional Change through Modified Administrative Behavior by Elementary Principals
ES 100 282

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ES 200 044

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ES 100 255
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ES 100 041

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ES 100 230

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ES 100 027
Regional Planning and Evaluation Center (EDICT)
ES 100 019

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ES 100 068
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ES 100 018

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ES 100 169

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ES 100 264
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ES 100 266

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ES 002 560

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ES 100 087
Psycho-Educational Diagnostic and Treatment Implementation Center (PEDANTIC)
ES 100 172

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ES 100 187
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ES 100 242

Psychological Services
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ES 100 022

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ES 100 050

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ES 100 173

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ES 100 129
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ES 100 148

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ES 100 161

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ES 100 118
Williamsburg Reading Clinic
ES 100 226

Reading Difficulty
Circumventing Learning Disabilities--Neurologically Handicapped
ES 100 288
New Horizons for Handicapped Readers
ES 100 228
A Plan for Preventing Reading Disabilities K-6
ES 100 259

Reading Instruction
A Dissemination Center for Training Teachers in the Techniques of a Language Experience Approach to Reading
ES 100 081
Dropout Prevention Through Performance Contracting
ES 300 001
Intercommunications through Word Power
ES 100 009
Region One Bilingual Project
ES 200 059
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ES 100 111

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A Pre-kindergarten Child Development Program
ES 100 130

Reading Skills
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ES 100 112

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EXEMPLARY AND ADAPTIVE PROGRAMS IN HEALTH AND SAFETY EDUCATION, PHYSICAL EDUCATION AND RECREATION (TITLE SUPPLIED)
ES 002 574

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ES 100 118

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ES 100 231

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ES 100 208
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ES 100 227
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ES 100 120

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ES 100 237
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ES 100 037

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ES 100 104

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ES 100 263

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ES 100 228
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ES 100 226

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ES 100 256

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ES 100 034

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ES 100 016

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ES 100 063
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ES 100 047
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ES 100 087

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Improving the Visual Perception, Co-ordination, and Concentration of Educable Mentally Retarded Children through Music
ES 100 115

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ES 100 224

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ES 200 015
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ES 100 123
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ES 100 066

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ES 100 264

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ES 100 281

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ES 100 210

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ES 100 138

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ES 100 173

School Industry Relationship
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ES 100 015

School Integration
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ES 100 013
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ES 100 212

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ES 100 280
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ES 100 144

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ES 100 243

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ES 100 131

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ES 100 145
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ES 100 129

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ES 100 136

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ES 100 128
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ES 100 075
Alameda County School Department PACE Center
ES 100 014
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ES 200 033
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ES 100 286
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ES 100 114
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ES 100 062
An Educational Diagnostic Center
ES 100 292
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ES 100 262
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ES 100 179
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ES 100 072

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ES 100 073

Improving Teaching an Interstate Arrangement
ES 100 025

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ES 100 124

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ES 100 107

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ES 100 126

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ES 100 232

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ES 100 188

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The Motion Picture as a Medium for Communication and Learning
ES 100 223

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ES 100 160

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ES 100 218

A New Approach to Health Education through Parent Participation
ES 100 183

New Horizons for Handicapped Readers
ES 100 007

Northwestern Voluntary Area Services Center
ES 100 228

Operation Bright Peaks
ES 100 076

Operation Hope
ES 100 125

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ES 100 001

Orange County Supplementary Educational Center
ES 100 059

An Outdoor Guidance-Learning Camp for Emotionally Disturbed and Socially Maladjusted Children
ES 100 036

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ES 100 110

Pilot Drug Abuse Prevention Project
ES 100 056

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ES 100 177

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ES 100 022

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ES 100 057

Pocatello Community Educational Growth Center
ES 100 045

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ES 100 098

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ES 100 123

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ES 100 289

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ES 100 046

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ES 100 290

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ES 100 105

San Mateo County PACE Center
ES 100 285

The Sea Beside Us
ES 100 058

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ES 100 077

SPEIR Supporting Programs in Education through Inter-Community Resources
ES 100 137

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ES 100 040

Swim Success Means School Success
ES 100 287

Teacher Training for Educating Emotionally Disturbed Students in Chenango County
ES 100 061

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ES 100 170

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ES 100 069

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ES 100 122

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ES 200 073

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ES 200 010

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ES 200 013

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ES 200 002

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ES 100 148

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ES 100 139

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ES 100 138

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ES 100 168

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ES 100 264

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ES 100 154

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ES 100 231

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ES 100 194

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ES 100 247

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ES 100 075

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ES 300 008

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ES 100 010

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ES 100 207

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ES 100 011

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ES 100 150

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ES 100 141

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ES 100 047
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ES 100 050

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ES 100 171

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ES 100 274

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ES 100 192

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ES 200 058

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ES 200 044

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ES 100 133

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ES 100 268

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ES 200 003

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ES 100 211

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ES 100 246

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ES 200 039

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ES 200 031

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ES 200 067

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ES 200 033

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ES 200 061

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ES 200 007

Bilingual Instruction for Grades 1-3
ES 200 048

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ES 200 060

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ES 200 017

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ES 200 029

Carew Street Bilingual Education Project
ES 200 032

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Del Rio Bilingual Education Program
ES 200 052

'English-Spanish Environmental Experience School
ES 200 054

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ES 200 040

Houston Independent School District Bilingual Educational Program
ES 200 062

Lansing Bilingual Program Junior High
ES 200 035

PESO Bilingual Language Development Project
ES 200 053

Pilot Bilingual Program for Grade One
ES 200 014

Programa en Dos Lenguas (Bilingual Program)
ES 200 057

Project Bilingual Education Adelante!
ES 200 021

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ES 200 050

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ES 200 051

Region One Bilingual Project
ES 200 059

Santa Barbara County Bilingual Project
ES 200 018

Southeastern New Mexico Bilingual Program
ES 200 038

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ES 200 063

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Active Rehabilitation Integrated with Socialization and Education (ARISE)
ES 100 273

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ES 100 003

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ES 100 128

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ES 100 263

Child Development Program
ES 100 103

Comprehensive Education for Multiply-Handicapped Deaf Children
ES 100 084

Cooperative Multidistrict Special Education Project
ES 100 201

Creative Media for the Handicapped
ES 100 279

Demonstration Classes for Special Education
ES 100 222

Demonstration Project for Pre-School Mentally Retarded Children
ES 100 219

Educating Emotionally Handicapped using Behavior Modification
ES 100 277

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ES 100 237

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ES 100 100

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ES 100 060

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ES 100 167

Handicapped Children's Nature Study Center
ES 100 116

Improving the Visual Perception Coordination and Concentration of Educable Mentally Retarded Children through Music
ES 100 115

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ES 100 190

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ES 100 220

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ES 100 223

Mentally Retardates Training Adaptive Behaviors
ES 100 083

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ES 100 102

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ES 100 216

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ES 100 030

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ES 100 004

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ES 100 078

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ES 100 221

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ES 100 031

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ES 100 039

A Regional Model Demonstration Program for the Handicapped
ES 100 158

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ES 100 284

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ES 100 143

ROCKLAND COUNTY SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER
ES 002 562

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ES 100 291

Special Education Diagnostic Placement and Parent Counseling Center
ES 100 187

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ES 100 200

Special Education Music-Dance Program
ES 100 135

Special Education Program for Handicapped Children
ES 100 270

Special Education Regional Interdistrict Clearinghouse
ES 100 005

Special Learning Disabilities Summer Workshop
ES 100 140

Student Enrichment through Multiphasic Education
ES 100 134

Thomasville Education Master Planning Operation (TEMPO)
ES 100 287

Troy Special Education Program
ES 100 093

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Packaged Self Instructional Programs for Isolated Teachers of the Handicapped
ES 100 006

ROCKLAND COUNTY SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER
ES 100 021

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ROCKLAND COUNTY SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER
ES 002 562

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ES 100 065

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ES 100 037

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Exemplary Library-Media Center
ES 100 012

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KAPS (Keep All Pupils in School)
ES 300 004

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ES 100 127

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ES 100 140

Special Services for Handicapped Children
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Aid for Speech Handicapped
ES 100 239

Innovative Developmental Educational Audio-Speech Project
ES 100 155

Intensive Language and Speech Development for the EMR
ES 100 199

Learning Disability--Speech Therapy
ES 100 236

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ES 100 020

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Franklin Northwest Speech Improvement Program
ES 100 238

Speech Instruction

Bilingual Leadership Through Speech and Drama
ES 200 005

Developing Linguistic and Conceptual Ability in Aphasic Children
ES 100 085

Speech Skills

Speech and Language Development
ES 100 094

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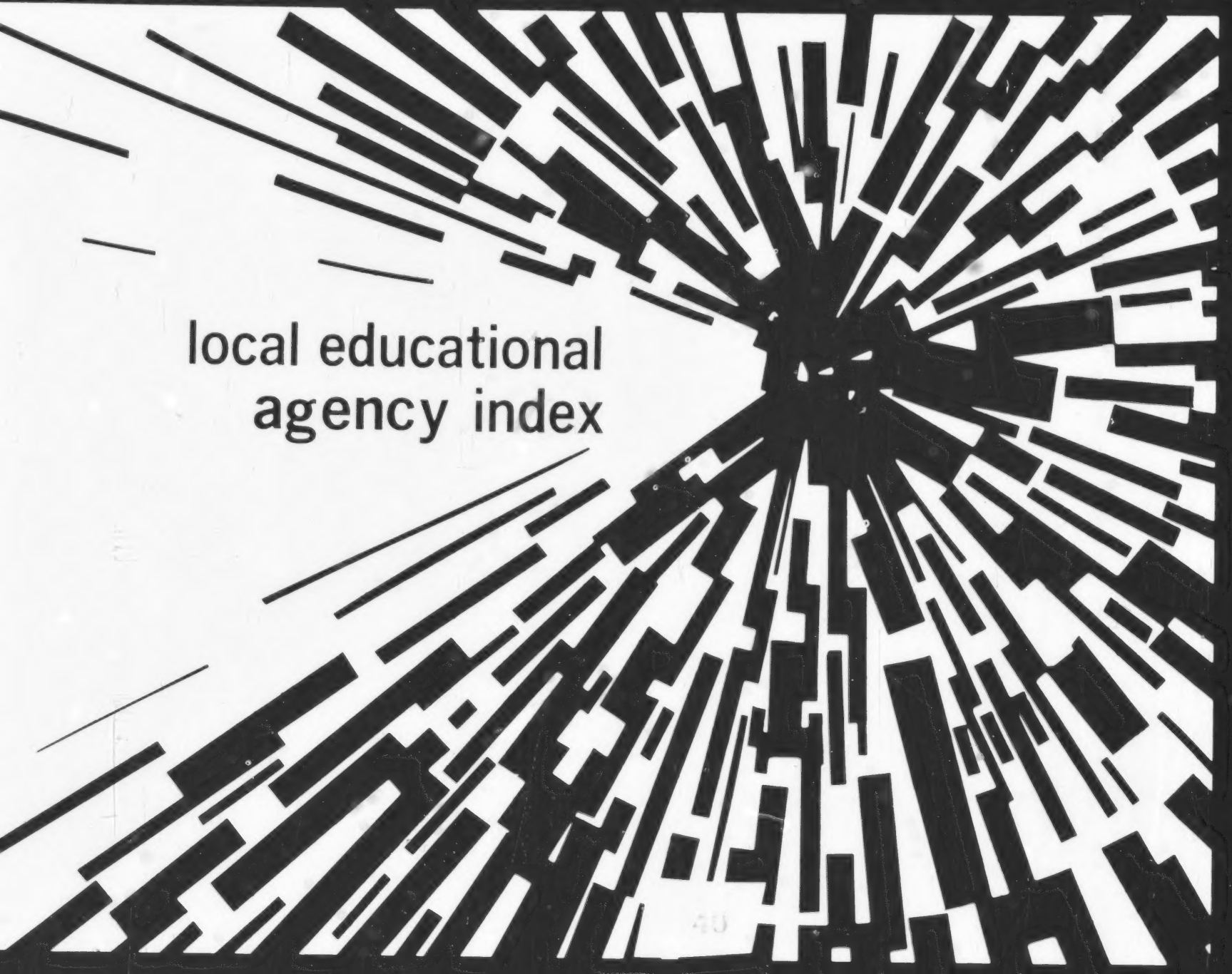
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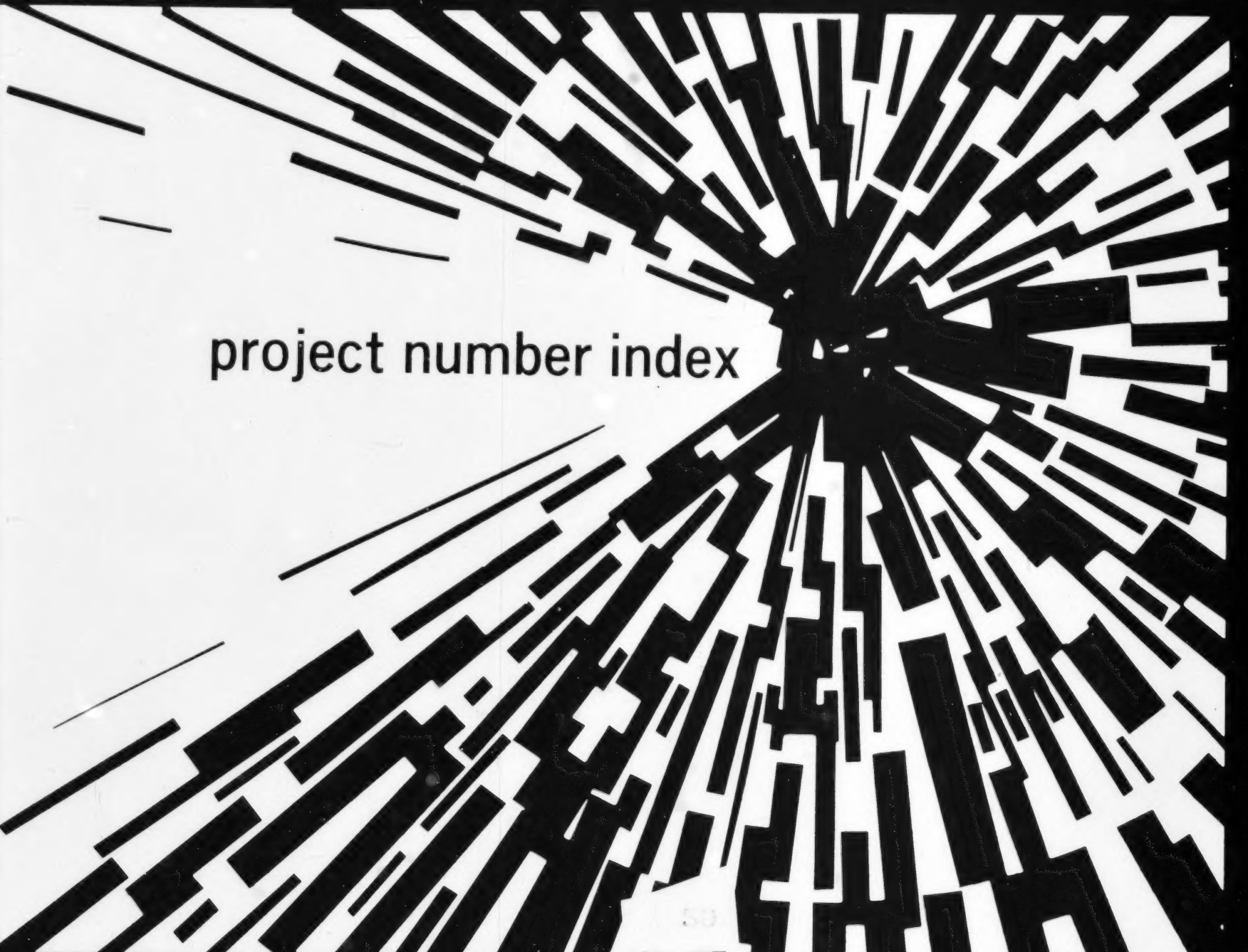
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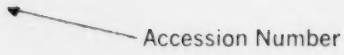

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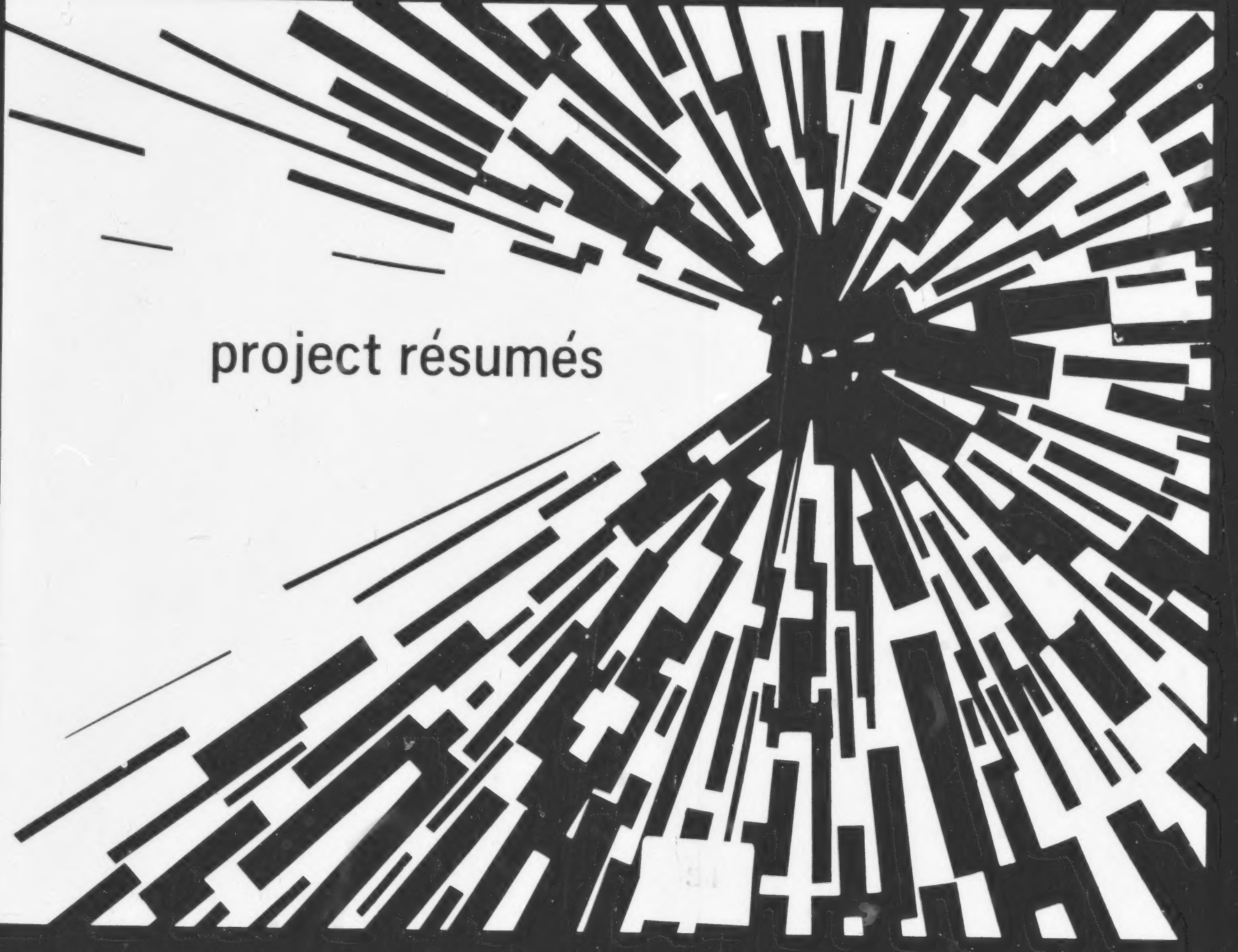
project résumés

Accession Number — an identification number sequentially assigned to projects as they are processed.

Title — the title of the project.

Location and Agency — the State and city location and the legal educational agency responsible for conducting and administering the project.

Project Number—an administrative control number assigned by the Division of Plans and Supplementary Centers or the State educational agency.

Descriptors — the subject terms assigned by an indexer to characterize the substance of the project. The major subject areas are preceded by an asterisk (only these "major descriptors" are displayed in the Subject Index).

SAMPLE ENTRY

ES 000 014

PILOT HEALTH, PHYSICAL EDUCATION AND RECREATION DEMONSTRATION CENTERS IN THE ELEMENTARY PUBLIC SCHOOLS OF TOPEKA

KANS. TOPEKA PUBLIC SCHOOLS

Project Number DPSC-66-552

EDRS Price MF-$0.09 HC-$1.64

Descriptors—*Experimental Programs, Handicapped Children, *Health Education, *Kindergarten, *Physical Education, *Recreation, *Specialists

DEMONSTRATION CENTERS WILL BE ESTABLISHED IN PUBLIC AND PRIVATE ELEMENTARY SCHOOLS TO DETERMINE THE BEST METHOD OF PROVIDING HEALTH, PHYSICAL EDUCATION, AND RECREATION PROGRAMS IN ORDER TO MOTIVATE STUDENTS IN THE AREA OF PHYSICAL FITNESS. FIFTEEN SPECIALISTS WILL BE ASSIGNED TO BE PHYSICAL EDUCATION INSTRUCTORS AND TO HELP TEACHERS. SPECIALISTS WILL WORK FULL-TIME IN ONE SCHOOL, ALTERNATE DAYS IN TWO SCHOOLS, AND 1-DAY PER WEEK IN EACH OF FIVE SCHOOLS. FOLLOWUP STUDIES WILL BE MADE TO DETERMINE HOW THE AMOUNT OF TIME SPENT IN A SCHOOL BY SUCH A SPECIALIST AFFECTS THE TOTAL DEVELOPMENT OF THE STUDENTS. AT THE END OF THE SCHOOL YEAR A CURRICULUM WORKSHOP WILL BE HELD TO EVALUATE THE PROGRAM AND DEVELOP A CURRICULUM GUIDE FOR PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS. A SECTION OF THE GUIDE WILL BE DEVOTED TO PHYSICAL EDUCATION FOR HANDICAPPED CHILDREN. IN ADDITION, AN ENRICHMENT PROGRAM OF SPORTS, CAMPING SKILLS, AND WATERFRONT ACTIVITIES MAY BE PLANNED FOR THE SUMMER MONTHS. APPROXIMATELY 19,793 CHILDREN AND 60 TEACHERS WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT DR. QUENTIN D. GROVES, SUPERVISOR, HEALTH, PHYSICAL EDUCATION AND SAFETY, THE PUBLIC SCHOOLS OF TOPEKA, 415 WEST EIGHTH ST., TOPEKA, KANSAS 66603. (913) 357-0351 (JE)

Abstract — a synopsis of the project in 200 words or less. Contains the purpose of the project, the methods and procedures to be used, and the name of the person to be contacted for further information regarding the project.

ES 002 288

FOLLOWUP PILOT PROJECT TO PLAN AND OPERATE A MULTIMEDIA DEMONSTRATION PROGRAM BASED ON COMPONENTS OF THE FEASIBILITY STUDY TEAM'S RECOMMENDATIONS.

Guam Dept. of Education, Agana.

Project Number DPSC-68-6508

EDRS Price MF-$0.25 HC-$2.65

Descriptors—Cross Cultural Training, English Education, *Indigenous Personnel, Institutes (Training Programs), *Instructional Materials Centers, Instructional Television, *Language Arts, Leadership Training, *Media Specialists, Multimedia Instruction, Oral English, Teaching Methods, *Video Tape Recordings

Identifiers—GEORGE PITTMAN PROCEDURES, TATE SYLLABUS

AN EDUCATIONAL MEDIA TRAINING INSTITUTE AND AN INTENSIVE LANGUAGE ARTS PROGRAM WILL BE INSTITUTED IN A TERRITORIAL POSSESSION. EMPHASIS WILL BE PLACED UPON TRAINING INDIGENOUS PERSONNEL TO ASSUME POSITIONS OF LEADERSHIP. AN INSERVICE TRAINING PROGRAM WILL BE OFFERED TO TEACHERS TO PREPARE THEM FOR METHODOLOGICAL CHANGE IN LANGUAGE TEACHING AND TO UPGRADE THEIR OWN ENGLISH. TELEVISION WILL BE USED FOR ORAL ENGLISH INSTRUCTION. FOLLOWING THE GEORGE PITTMAN PROCEDURES AND THE TATE SYLLABUS, LOCAL TEACHERS WILL BE GUIDED IN THE ACTUAL PRODUCTION OF VIDEOTAPE LESSONS AND IN THEIR PROPER UTILIZATION IN THE CLASSROOM. MULTIMEDIA MATERIALS AND RESOURCES WILL BE COORDINATED WITH THE VIDEOTAPE LESSONS OVER A 3-YEAR PERIOD. FOUR SCHOOLS WILL BE LINKED BY A CLOSED-CIRCUIT COAXIAL CABLE FOR THE MEDIA INSTITUTE. 40 LOCAL TEACHERS AND/OR LIBRARIANS, REPRESENTING ALL SCHOOLS IN THE TERRITORY, WILL BE SELECTED TO PARTICIPATE IN A 6-WEEK SUMMER TRAINING PROGRAM. INSTRUCTION WILL COVER--(1) DESIGN AND SELECTION OF INSTRUCTIONAL MATERIALS, (2) PRODUCTION AND UTILIZATION OF SUCH MATERIALS, (3) DEVELOPMENT OF VISUALIZATION SKILLS, (4) ORGANIZATION OF MEDIA WITHIN THE SCHOOL CENTER, AND (5) SENSITIVITY TRAINING IN THE MULTICULTURAL PROBLEMS ENCOUNTERED IN THE CHANGING SOCIETY. A CENTRAL INSTRUCTIONAL MATERIALS CENTER WILL BE ESTABLISHED FOR THE CATALOGING AND CIRCULATION OF ALL MATERIALS TO INDIVIDUAL SCHOOL RESOURCE CENTERS. APPROXIMATELY 34,121 STUDENTS, GRADES 1-12, WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT CHARLES W. WRIGHT, P. O. BOX DE, DEPARTMENT OF EDUCATION, AGANA, GUAM 96910. TELEPHONE 72785. (DC)

ES 002 388

OUTDOOR EDUCATION--CONFERENCE AND SERVICE COMPLEX.

Raleigh County Board of Education, Beckley, W. Va.

Project Number DPSC-68-6240.

EDRS Price MF-$0.25 HC-$2.80

Descriptors—Biology, Camping, Cultural Enrichment, Earth Science, Geology, Instructional Materials, *Museums, *Natural Sciences, *Nature Centers, *Outdoor Education

A NATURE CENTER/SUPPLEMENTARY EDUCATION CENTER WILL BE ESTABLISHED IN A RURAL AREA ON A NATURAL SITE TO BE ACQUIRED FOR DEVELOPMENT BY THE SCHOOL DISTRICT. PROGRAMS TO BE SPONSORED BY THE CENTER WILL INCLUDE--(1) A COMPREHENSIVE OUTDOOR EDUCATION PROGRAM FOR ALL SEVENTH GRADE STUDENTS, (2) AN INSTRUCTIONAL MATERIALS CENTER FOR BIOLOGICAL SCIENCES, (3) AN EARTH SCIENCE/GEOLOGY MUSEUM, FOR THE PREPARATION OF DISPLAY UNITS, WHICH WILL BE LOANED TO PARTICIPATING SCHOOLS, (4) INSERVICE TRAINING FOR TEACHERS IN THE METHODOLOGY OF OUTDOOR EDUCATION, (5) COCURRICULAR CULTURAL AND EDUCATIONAL ACTIVITIES FOR GROUPS AND ORGANIZATIONS WHICH WILL USE THE SITE AS A CONFERENCE CENTER, (6) FACILITIES FOR YEAR-ROUND CAMPING AND RESIDENT OUTDOOR EDUCATION PROGRAMS, AND (7) A DEMONSTRATION CENTER FOR OUTDOOR EDUCATION. APPROXIMATELY 18,761 STUDENTS, GRADES K-12, WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT JAMES K. LOWRY, DIRECTOR, P.O. DRAWER M, BECKLEY, WEST VIRGINIA 25801. (304) 252-7355. (DC)

ES 002 555

COMPUTER ASSISTED INSTRUCTION FOR HANDICAPPED CHILDREN.

Yorktown Heights Board of Cooperative Educational Services, N.Y.

Project Number DPSC-69-6775

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Elementary School Students, *Handicapped Children, *High School Students, *Mentally Handicapped, Parochial Schools, Public Schools

THE FEASIBILITY OF EXTENDING COMPUTER-ASSISTED INSTRUCTION TO CLASSES FOR HANDICAPPED CHILDREN BY OPERATING TELEPROCESSED TERMINALS FROM A TIME-SHARED COMPUTER ALSO USED FOR BUSINESS APPLICATIONS WILL BE EXPLORED. FIFTEEN BRAIN-DAMAGED OR DISTURBED CHILDREN OF HIGH SCHOOL AGE AND FIFTEEN CHILDREN OF BELOW AVERAGE ABILITY FROM A LOCAL PAROCHIAL SCHOOL WILL STUDY THE ECONOMICS, SPELLING, MATH, AND SCIENCE PROGRAMS WHICH ARE PRESENTLY AVAILABLE. TEN CHILDREN IN THE AGE GROUP OF SEVEN TO TEN WHO ARE STILL UNABLE TO READ WILL USE THE INITIAL SOUNDS PROGRAM AND THE BEGINNING ARITHMETIC PROGRAM, AND TEN ELEMENTARY SCHOOL STUDENTS WILL TAKE THE ELEMENTARY LEVEL PROGRAMS. STUDENTS WILL BE SCHEDULED ON THE COMPUTER TERMINALS ONE AT A TIME DURING THE SCHOOL DAY UNDER THE SUPERVISION OF TEACHERS AND TERMINAL SUPERVISORS. FOR FURTHER INFORMATION CONTACT DR. NOBLE J. GIVIDEN, 42 TRIANGLE CENTER, YORKTOWN HEIGHTS, NEW YORK 10598, (914) 245-2700. (JL)

ES 002 556

THE ESTABLISHMENT OF A CENTER FOR MULTIPLE-HANDICAPPED CHILDREN.

New York City Board of Education, Brooklyn, N.Y.

Project Number DPSC-69-6778

Document Not Available from EDRS.

Descriptors—*Educational Facilities, Educational Programs, *Handicapped Children, *Multiply Handicapped, *Remedial Instruction, *Therapeutic Environment

A CENTER FOR THE MULTIPLE-HANDICAPPED AND AN OPTIMAL EDUCATIONAL PROGRAM FOR PRESCHOOL AND ELEMENTARY SCHOOL AGE PUPILS WILL BE ESTABLISHED. ACTIVITIES WILL INCLUDE--(1) SELECTION AND ASSIGNMENT OF KEY STAFF MEMBERS RESPONSIBLE FOR CONCEPT DEVELOPMENT, POLICY FORMULATION, ORGANIZATION, ADMINISTRATION, AND DEVELOPMENT OF JOB DESCRIPTIONS, (2) CONSULTATION WITH REPRESENTATIVES OF COLLEGES AND UNIVERSITIES AND WITH COMMUNITY REPRESENTATIVES ON ALL ASPECTS OF THE PROGRAM, (3) VISITATIONS, OBSERVATIONS, AND CONSULTATIONS TO IDENTIFY AND ADOPT THE BEST FEATURES OF CURRENT PROGRAMS SERVING THE HANDICAPPED IN PUBLIC AND NON-PUBLIC SCHOOL FACILITIES, (4) INTENSIVE REVIEW OF AVAILABLE SURVEYS AND RECORDS AND CONDUCTING OF NEW SURVEYS TO DETERMINE MORE PRECISELY THE NUMBERS OF CHILDREN TO BE SERVED, THE KINDS OF SERVICES NEEDED, ETC., (5) SELECTION AND RENOVATION OF A SPECIFIC BUILDING TO MEET THE REQUIREMENTS OF A MULTI-DISCIPLINARY EDUCATION, (6) ESTABLISHMENT OF A TOTAL EDUCATIONAL PROGRAM FOR MULTI-HANDICAPPED CHILDREN IN A SCHOOL SETTING COORDINATED WITH MEDICAL, THERAPEUTIC AND REMEDIAL SERVICES FOR THE OPTIMAL EDUCATION OF THESE CHILDREN. FOR FURTHER INFORMATION, CONTACT DR. B. E. DONOVAN, 110 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201, (212) 596-6161. (JL)

ES 002 558

A MULTIDISCIPLINARY, INTERPROFESSIONAL CLINICAL TEACHING APPROACH TO DEMONSTRATE THE IMPROVEMENT OF THE EDUCATION OF EMOTIONALLY HANDICAPPED CHILDREN IN SCHOOLS OF THE GENESEE VALLEY REGION.

Albion Central School District 1, N.Y.

Project Number DPSC-69-6781.

Document Not Available from EDRS.

Descriptors—*Emotionally Disturbed Children, *Emotional Maladjustment, *Handicapped Children, *Handicapped Students, *Individualized Instruction, Special Education Specialists

A PROGRAM TO IDENTIFY CHILDREN WHO ARE HAVING TROUBLE IN REGULAR SCHOOL CLASSES BECAUSE OF THEIR INAPPROPRIATE ATTITUDES OR BEHAVIOR PATTERNS, AND TO MODIFY THOSE ATTITUDES AND BEHAVIOR PATTERNS WILL BE PLANNED FOR A METROPOLITAN AREA. EMPHASIS WILL BE PLACED UPON DETECTING MALADAPTIVE BEHAVIOR IN CHILDREN IN SELECTED SCHOOLS, MODIFYING THIS MALADAPTIVE BEHAVIOR SO THAT THESE CHILDREN CAN PROFIT* FROM REGULAR SCHOOL CLASSES, AND RETURNING THESE CHILDREN TO THEIR REGULAR SCHOOL CLASSES AS SOON AS THEY ARE ABLE TO FUNCTION EFFECTIVELY. THERE ACTIVITIES AND PROCEDURES WILL INCLUDE: DETERMINING SPECIFIC NEEDS AND RESOURCES AVAILABLE IN SCHOOL DISTRICTS OF THE REGION TO SERVE THE NEEDS OF EMOTIONALLY DISTURBED CHILDREN, AGES 5-9; SETTING UP LIAISON AND COMMUNICATION AMONG SCHOOL DISTRICTS AND RESOURCE AGENCIES; DEVELOPING THE CLINICAL TEACHING APPROACH TO MEET THE NEEDS ASCERTAINED; DEVELOPING EVALUATION STRATEGIES FOR THE PROGRAM; AND SETTING UP PROCEDURES FOR DISSEMINATING INFORMATION ABOUT THE PROGRAM. APPROXIMATELY 304,845 STUDENTS, GRADES K-12, WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT G. W. WOLFE, DISTRICT SUPERINTENDENT, 254 EAST AVENUE, ALBION, NEW YORK 14411, (716) 589-6656. (JL)

ES 002 559

REGIONAL INFORMATION EXCHANGE FOR THE HANDICAPPED.

Port Chester Board of Cooperative Educational Services, N.Y.

Project Number DPSC-69-6784

Document Not Available from EDRS.

Descriptors—Computers, *Data Collection, *Handicapped Children, *Information Centers, *Information Dissemination, Information Storage

THE REGIONAL INFORMATION EXCHANGE FOR THE HANDICAPPED WILL FORM A BASIS FOR FUTURE PROGRAM PLANNING FOR HANDICAPPED CHILDREN, BETTER UTILIZE LOCAL SERVICES, AND PROVIDE A SYSTEM FOR MUTUAL ASSISTANCE BETWEEN AND AMONG PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS, HEALTH AND SOCIAL AGENCIES IN THE COUNTY. ALL PERTINENT DATA ON HANDICAPPED CHILDREN AND SERVICES FOR THE HANDICAPPED IN THE COUNTY WILL BE COLLECTED IN A CENTRALIZED COMPUTER BANK AND WILL BE MADE AVAILABLE TO EDUCATIONAL, SOCIAL AND HEALTH AGENCIES AS NEEDED. APPROXIMATELY 215,225 STUDENTS, GRADES K-12, WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT MRS. GRACE STIPO, TREASURER, BOARD OF COOPERATIVE EDUCATIONAL SERVICES, 17 BERKLEY DRIVE, PORT CHESTER, NEW YORK 10573, (914) WE7-3820. (JL)

ES 002 560

SOUTHERN TIER LEARNING DISABILITY CENTER.

Schuyler-Chemung-Tioga Board of Cooperative Educational Services, Elmira, N.Y.

Project Number DPSC-69-6785

Document Not Available from EDRS.

Descriptors—*Clinical Experience, *Handicapped Children, Individualized Instruction, Inservice Education, Inservice Teacher Education, *Learning Difficulties, *Learning Disabilities, *Psychoeducational Clinics

COMPREHENSIVE SERVICES WILL BE PROVIDED FOR ANY HANDICAPPED CHILD WITH A LEARNING DISABILITY. THESE SERVICES WILL INCLUDE DIAGNOSIS OF DISABILITIES, PROGNOSIS FOR TREATMENT, AND INDIVIDUALLY PRESCRIBED PROGRAMS FOR REMEDIATION. THE CENTER WILL ALSO BE CLOSELY COORDINATED WITH OTHER PROGRAMS IN THE COMMUNITY, BOTH THOSE NOW IN EXISTENCE AND THOSE BEING CONTEMPLATED. AN ADDITIONAL FUNCTION OF THE CENTER WILL BE TO PROVIDE INSERVICE TRAINING FOR TEACHERS FROM THE SCHOOL DISTRICTS AND EXPERIENCE IN CLINICAL AND THEORETICAL ASPECTS OF LEARNING DISABILITIES FOR UNDERGRADUATE STUDENTS FROM A LOCAL COLLEGE. APPROXIMATELY 400 STUDENTS, GRADES K-12 AND PRESCHOOL, WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT IRVING D. GOODRICH, DISTRICT SUPERINTENDENT, SCHUYLER, CHEMUNG AND TIOGA BOARD OF COOPERATIVE EDUCATION SERVICES, 431 PHILO ROAD, ELMIRA, NEW YORK 14903, (607) 739-3581. (JL)

ES 002 561

METROPOLITAN AQUATICS PROGRAM FOR THE HANDICAPPED.

Camillus Central School District 1, N.Y.

Project Number DPSC-69-6787

Document Not Available from EDRS.

Descriptors—*Handicapped Children, Inservice Education, *Mentally Handicapped, *Physical Education Facilities, Physical Fitness, *Physically Handicapped, *Swimming Pools

A CENTER FOR AQUATICS FOR THE PHYSICALLY AND MENTALLY HANDICAPPED WILL BE ESTABLISHED. THE CENTER WILL: (1) PROVIDE A PROGRAM FOR THE HANDICAPPED TO LEARN TO SWIM AND/OR TO IMPROVE THEIR SKILLS IN AQUATIC ACTIVITIES, (2) IMPROVE THE PHYSICAL STATUS OF HANDICAPPED CHILDREN PARTICIPATING IN THE PROGRAM, (3) SERVE AS A LABORATORY FOR THE DEVELOPMENT AND IMPLEMENTATION OF A PROGRAM FOR INSERVICE EDUCATION FOR PROFESSIONAL AND LAY PERSONS IN AQUATICS FOR THE HANDICAPPED, AND (4) PROMOTE AND MAKE AVAILABLE RESOURCES FOR THE DEVELOPMENT OF STUDIES INTO THE PHYSIOLOGICAL, KINESIOLOGICAL, PSYCHOLOGICAL AND SOCIOLOGICAL DIMENSIONS INHERENT IN THE PROGRAM. THE PARTICIPATING STUDENTS WILL BE TESTED AND CLASSIFIED ON THE BASIS OF THEIR AQUATIC SKILLS, THEIR PHYSICAL FITNESS, AND THEIR PHYSICAL OR MENTAL HANDICAPS. PARTICIPANTS WILL BE RETESTED ANNUALLY TO DETERMINE THE CHANGES IN THEIR AQUATIC SKILLS AND THEIR PHYSICAL FITNESS. APPROXIMATELY 3,000 STUDENTS, GRADES 1-12, WILL BE SERVED. FOR FURTHER INFORMATION CONTACT E. H. BEEDE, SUPERINTENDENT OF SCHOOLS, CENTRAL SCHOOL DISTRICT NUMBER 1, CAMILLUS, NEW YORK 13031, (315) HO8-2531. (JL)

ES 002 562

ROCKLAND COUNTY SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER.

Rockland County Board of Cooperative Educational Services, West Nyack, N.Y.

Project Number DPSC-69-6788

Document Not Available from EDRS.

Descriptors—Classroom Environment, *Handicapped Children, Inservice Education, *Instructional Materials Centers, *Special Education, *Special Education Teachers, *Specialists

A SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER WILL BE ESTABLISHED TO IMPROVE CLASSROOM INSTRUCTION BY PROVIDING MORE ADEQUATE AND APPROPRIATE INSTRUCTIONAL MATERIALS AND MEDIA. THE CENTER WILL BE COORDINATED BY A CURRICULUM MATERIALS SPECIALIST, EXPERIENCED IN THE EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN AND TRAINED IN THE USE OF SPECIAL EDUCATION INSTRUCTIONAL MATERIALS. A MEDIA SPECIALIST WILL BE AVAILABLE FOR THE DEVELOPMENT AND PREPARATION OF GRAPHIC MATERIALS AND FOR ASSISTANCE WITH TECHNICAL INNOVATIONS. A LIBRARIAN WILL SUPERVISE THE COLLECTION AND DISSEMINATION OF INSTRUCTIONAL MATERIALS. THE CENTER WILL BE OPEN ON AN INFORMAL BASIS TO ALL PUBLIC AND PRIVATE SCHOOL TEACHERS WISHING TO EXAMINE AND REVIEW SAMPLES OF SPECIAL EDUCATION MATERIALS AND

RESOURCES. SCHEDULED WORKSHOP SESSIONS WITH TEACHERS FROM LOCAL SCHOOL DISTRICTS, PRIVATE SCHOOLS, AND SPECIAL EDUCATION PROGRAMS WILL BE CONDUCTED. APPROXIMATELY 62,412 STUDENTS, GRADES K-12, PRESCHOOL CHILDREN AND ADULTS WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT DR. JOHN F. HOPF, JR., DISTRICT SUPERINTENDENT, BOARD OF COOPERATIVE EDUCATIONAL SERVICES, ROCKLAND COUNTY, 61 PARROTH ROAD, WEST NYACK, NEW YORK 10994, (914) 623-3828. (JL)

ES 002 573

A STUDY OF SCHOOL READINESS.
Hanover Street School, Lebanon, N.H.
Project Number DPSC-68-6215.
Document Not Available from EDRS.
Descriptors—*Ability Grouping, *Nongraded Classes, *Primary Education, Student Attitudes, *Student Grouping.
Identifiers—*DEVELOPMENTAL PLACEMENT.
A CENTRAL OFFICE WILL BE ESTABLISHED TO PROVIDE SERVICE TO THE ENTIRE STATE IN THE AREAS OF--(1) TRAINING DEVELOPMENTAL EXAMINERS, (2) CURRICULUM STUDY ON THE NEEDS OF THE IMMATURE CHILD, (3) CONSULTATION TO SCHOOLS WISHING TO ESTABLISH RELATED PROGRAMS, (4) INSERVICE TRAINING FOR EDUCATORS, AND (5) DISSEMINATION OF INFORMATION. AN EXEMPLARY DEVELOPMENTAL PROGRAM WHICH WILL SERVE AS A MODEL FOR OTHER SCHOOLS IN THE STATE WILL ALSO BE ESTABLISHED. APPROXIMATELY 23,026 STUDENTS, PREKINDERGARTEN AND KINDERGARTEN, WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT GORDAN R. TATE, SUPERINTENDENT OF SCHOOLS, HANOVER STREET SCHOOL, BOX 310, LEBANON, N.H. 03766, (603) 448-1634. (JL)

ES 002 574

EXEMPLARY AND ADAPTIVE PROGRAMS IN HEALTH AND SAFETY EDUCATION, PHYSICAL EDUCATION, AND RECREATION. (TITLE SUPPLIED)
Hurst-Euless-Bedford Independent School District, Hurst, Tex.
Project Number DPSC-68-5913.
Document Not Available from EDRS.
Descriptors—Driver Education, *Health Education, *Physical Education, *Physical Fitness, Recreational Facilities, *Recreational Programs, *Safety Education.
A PROGRAM CONSISTING OF THREE COUNTERPARTS--HEALTH AND SAFETY EDUCATION, PHYSICAL EDUCATION, AND RECREATION--WILL BE ESTABLISHED. THE HEALTH PROGRAM WILL BE BASED ON A CONCEPTUAL TEACHING APPROACH AND THE SAFETY EDUCATION (DRIVER EDUCATION) PROGRAM WILL COMBINE CLASSROOM INSTRUCTION WITH SIMULATED TRAFFIC EXPERIENCE. IN THE PHYSICAL EDUCATION PROGRAM, SPECIAL EMPHASIS WILL BE PLACED UPON SKILL DEVELOPMENT AT ALL GRADE LEVELS. PROVIDING NEEDED FACILITIES FOR COMPREHENSIVE COMMUNITY PROGRAMS WILL BE THE FOCUS OF THE RECREATION COMPONENT. APPROXIMATELY 18,899 STUDENTS, GRADES 1-12, AND ADULTS WILL BE SERVED. FOR FURTHER INFORMATION, CONTACT NEWELL H. ODELL, SUPERINTENDENT OF SCHOOLS, HURST-EULESS-BEDFORD INDEPENDENT SCHOOL DISTRICT, 1100 RAIDER DRIVE, HURST, TEXAS 76053, (817) 283-4461. (JL)

ES 100 001

Operation Hope
Marshall County Board of Education, Guntersville, Ala.
Project Number 10-69-0048.
Descriptors—Counseling Services, Curriculum Development, *Educable Mentally Handicapped, *Elementary School Students, Inservice Teacher Education, *Kindergarten Children, Parent Participation, *Secondary School Students, Special Education, *Vocational Education.
Operation Hope will provide adequate experiences to the educable mentally retarded (EMR) so that they may develop salable vocational skills and become self-supporting. Pilot classes will be established at levels K-12 in the local public schools. An appropriate curriculum will be developed. Although academic subjects will be taught, the slant will be toward vocational education. Reading, writing, and arithmetic will be approached from a practical standpoint. In addition, professional counseling services will be provided. Parents, school personnel, and approximately 165 students will participate. In-service education will be provided for all school personnel involved in special education. Twenty-nine public schools and more than 17 additional educational and cultural facilities in the area will be served. For further information, contact Project Director, ESEA Title III, Marshall County Board of Education, P. O. Box 250, Guntersville, Alabama 35976. (CK)

ES 100 002

Birmingham Public Schools Correlative Education: Limited Hearing Children.
Birmingham Public Schools, Ala.
Project Number 10-69-0114.
Descriptors—*Deaf Education, Educational Diagnosis, *Elementary School Students, *Hard of Hearing, Individual Instruction, Inservice Teacher Education, *Kindergarten Children, Parent Participation, *Preschool Children, Seminars.
This project will improve the education of deaf and hard of hearing children. Pre- and post-project comprehensive, differential, and diagnostic evaluations of the limited hearing children by specialists in education, medicine, and other fields will take place. These children will be placed in suitable educational programs with individually designed supportive measures in the areas of communication skills, educational adjustment, and personal-social orientation. Educators, other professionals, and parents will be given an opportunity to improve their knowledge and understanding of deafness through workshops, seminars, and counseling and orientation programs. The economic feasibility of placing limited hearing children within existing public and nonpublic educational facilities for the normally hearing will be studied. Approximately 61 public and 11 private schoolchildren, preschool through Grade 6, will participate in the project. Six school districts will be served. Forty staff members will be engaged in in-service training for the project. For further information, contact Project Director, ESEA Title III, Birmingham Public Schools, 2015 7th Avenue, North, Birmingham, Alabama 35203. (CK)

ES 100 003

An Approach to Teaching the Handicapped.
Huntsville City Schools, Ala.
Project Number 10-69-0159.
Descriptors—*Educable Mentally Handicapped, *Elementary School Students, Inservice Teacher Education, Instructional Materials, *Special Education, Teacher Attitudes, Teaching Methods.
This program will provide a city school system with an innovative approach to more adequately meet the needs of handicapped children functioning within the educable mentally retarded range. The children will remain in the regular classroom but receive special instruction from a diagnostic teacher in their building. Approximately 80 children in Grades 3-6 will participate in the project, and six staff members will be engaged in in-service training. Complementary objectives are: (1) to demonstrate that an approach other than the self-contained classroom alone can provide supportive instruction for the educable mentally retarded, (2) to provide a development center in two elementary schools with different materials and teaching methods for handicapped children while allowing them to remain in their regular classroom part of the day, (3) to improve the teaching skills of diagnostic teachers, and (4) to develop a more positive attitude on the part of regular school personnel toward special education and handicapped children. For further information, contact Project Director, ESEA Title III, Huntsville City Board of Education, Huntsville, Alabama 35801. (CK)

ES 100 004

Multi-Sensory, Multi-Level Multi-Media Curriculum Project for Special Education.
Opelika City Board of Education, Ala.
Project Number 10-69-0179.
Descriptors—Curriculum Development, *Elementary School Students, *High School Students, Inservice Teacher Education, Instructional Programs, *Junior

High School Students, Multisensory Learning, Preservice Education, *Special Education, *Vocational Education

This project is designed to develop an instructional program for special education students based principally on a series of optional learning opportunities which do not require reading competences. Approximately 270 public elementary and high school students and 12 staff members engaged in inservice training will participate in the project. The program will serve as a preservice and internship laboratory for students at a nearby university who are majoring in special education and related fields. An attempt will be made to develop within special education students an attitude of competency in areas in which they can function. An individualized and structured program will be followed, and special instructional materials will be developed and used. The structure will be designed at all levels so that students can move successfully through the structure and into jobs through vocational programs conducted in the public schools, technical schools, the vocational rehabilitation program, or through a suitable combination of these programs. For further information, contact Project Director, ESEA Title III, Opelika City Board of Education, P.O. Box 311, Opelika, Alabama 36801. (CK)

ES 100 005

Special Education Program for Handicapped Children.

Piedmont City Board of Education, Ala.
Project Number 10-69-0185
Descriptors—Community Involvement, *Educable Mentally Handicapped, *Elementary School Students, *High School Students, *Junior High School Students, Parent Participation, Program Evaluation, *Special Education

This project will develop a program of instruction designed to assist each educable mentally retarded (EMR) child in a city school system to grow both intellectually and socially to the limits of his potential and to set up specific behavioral modification objectives for each child. Approximately 60 children in Grades 2-12 will participate in the project. Attempts will be made to identify EMR children in the school system, to identify and define the specific disabilities and abilities of each child, to create a community atmosphere of acceptance and understanding of the EMR, to establish a model program of education for the EMR, and to identify the available types of jobs in the community and the skills needed for these jobs. Arrangements will be made for community and parental involvement, appropriate training for professional and other school personnel, and continuous evaluation of program effectiveness. The curriculum will be planned carefully, and each student will be given an opportunity for employment after graduation from high school. For further information, contact Project Director, ESEA Title III, Piedmont City Board of Education, P.O. Box 232, Piedmont, Alabama 36272. (CK)

ES 100 006

Troy Special Education Program.

Troy City Board of Education, Ala.
Project Number 10-69-0199
Descriptors—*Educable Mentally Handicapped, *Elementary School Students, *High School Students, Individualized Instruction, Inservice Teacher Education, *Junior High School Students, *Special Education, Trainable Mentally Handicapped, Vocational Education

The major objective of this project is to develop a program of individualized instruction and occupational training for every mentally handicapped child in a city school system. Secondary objectives are: (1) to provide in-service training for teachers; (2) to achieve maximum use of present educational facilities; (3) to develop an innovative approach to special education; and (4) to place each retarded child in a responsible self-supporting position at the close of his school experience. Approximately 55 students in Grades 2-12 and 8 staff members engaged in in-service training will participate in the project. One trainable, three elementary educable, two junior high educable, and two senior high educable special education classes, plus shop and home economics class for the junior high students and on-the-job experiences for the senior high students will be included in the project. A director will supervise the overall program, and a vocational counselor will coordinate school and work assignments for the senior high students. For further information, contact Project Director, ESEA Title III, Troy City Board of Education, P.O. Box 529, Troy, Alabama 36081. (CK)

ES 100 007

A New Approach to Health Education through Parent Participation.

Tucson School District 1, Ariz.
Project Number 12-69-0014
Descriptors—Data Collection, *Elementary School Students, *Health Education, *Kindergarten Children, *Parent Participation, Questionnaires, *Secondary School Students, Teaching Techniques

This project will provide a base for all schools served to develop functional health education programs while involving the local parents in projects designed to further communication between the school and the community. The physical area served consists of one Junior High School and its five feeder elementary schools. Parents will be used as consultants and data collectors to assess neighborhood health education needs. Health education techniques that will be acceptable to the various ethnic, cultural, and religious groups of the area will be developed. Workshops have been held for data collectors and administrators to prepare the questionnaires used in the neighborhoods. Visits to each elementary school have been made to explain the project aims to teachers and aides. Over 3,000 public and private schoolchildren in Grades kindergarten to 12 and 36 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, Pima County, Tucson School District Number One, 1010 East 10th Street, Tucson, Arizona 85717. (CK)

ES 100 008

OUTREACH (Outdoor Unified Training for Recreation, Education, Appreciation, Conservation, Health).

Phoenix Union High School System, Ariz.
Project Number 12-69-0015
Descriptors—Audiovisual Aids, *Conservation Education, *Elementary Grades, *Inservice Teacher Education, *Outdoor Education, *Secondary Grades, Student Participation, Teacher Education

The needs of outdoor conservation education in the development of knowledge and understanding, skills and competence, responsible citizenship, physical and mental health, esthetic values, and better attitudes toward classroom education constitute the objectives of this project. In addition, assistance will be provided to the students in making vocational choices in answer to these needs. Project OUTREACH proposes to: (1) establish an outdoor education library, (2) provide an audiovisual laboratory, (3) conduct an in-service institute and summer workshops for teachers, (4) provide field experiences for students, (5) hold evening programs for students and their parents, (6) offer short, noncredit evening courses for students and adults, (7) provide consultation services and other assistance to those who wish to initiate local outdoor education programs. This program emphasizes student participation and self-directed study. The project will serve approximately 191,620 students, both public and nonpublic, representing Grades 1 through 12, 334 teachers, and 9,500 adults. For further information, contact Project Director, ESEA Title III, Phoenix Union High School System No. 210, 2225 North 16th Street, Phoenix, Arizona 85006. (DB)

ES 100 009

Intercommunications through Word Power.

Mesa Public Schools, Ariz.
Project Number 12-69-0016
Descriptors—*Adult Education, *American Indians, Behavioral Objectives, Communication Skills, Culturally Disadvantaged, Economically Disadvantaged, *Elementary School Students, *Kindergarten Children, *Reading Instruction, Special Education

This project will place up to 25 Indian adults in classrooms with Indian children to act as teacher aides and role models. A special training program will be initiated to give these aides special skills in teaching children to read as well as to assist them in developing general teacher capabilities. The focus of the aide training will be upon working with children who have experienced cultural or economic deprivation. This

work will include improving students' written and oral communication skills, raising their reading achievement level to at least grade level, and increasing their effectiveness in social behavior. An Indian Historical and Cultural Center will be devised. Approximately 40 kindergarten children in private school, 13 adults, and 13 teachers receiving in-service training will participate in the project. Approximately 390 children in Grades 1-6 are enrolled in the public schools that will be served by the project. For further information, contact Project Director, ESEA Title III, Mesa Public School System, 549 North Stapley, Mesa, Arizona 85201. (CK)

ES 100 010

Central Arkansas Educational Service Center.
Little Rock School District, Ark.
Project Number 13-69-0001
Descriptors—*Advisory Committees, Basic Skills, Educational Disadvantagement, *Inservice Teacher Education, Instructional Materials, *Slow Learners, *Staff Improvement, *Supplementary Educational Centers, Teaching Methods, Teaching Techniques
The overall goal of this project is to pursue and develop a program of staff improvement for public and private schoolteachers of slow learners. Establishment of a staff development center for this purpose is projected. Complementary objectives are: (1) to develop new teaching methods and techniques for teaching the educationally disadvantaged, (2) to develop and select new materials that are better adapted to teaching these children, and (3) to develop an in-service program for teachers that would better equip them to teach the traditional basic subjects. An advisory council will be established. The directors and members will visit successful models of established educational centers, study research findings, and seek expertise in the field of educational staff development. The proposed project consists of the planning phases for accomplishing the major objective. For further information, contact Project Director, ESEA Title III, Little Rock School District, West Markham and Izard Streets, Little Rock, Arkansas 72201. (CK)

ES 100 011

Service Center for Learning Problem Children.
Little Rock School District, Ark.
Project Number 13-69-0002
Descriptors—Basic Skills, Diagnostic Tests, *Elementary School Students, *Evaluation Techniques, Inservice Teacher Education, Instructional Materials, Parent Counseling, *Slow Learners, *Supplementary Educational Centers, *Teaching Methods
This project will develop ways to evaluate and instruct students with learning problems. Students who will initially benefit from the project are those in Grades 1-3. The educational center will serve as a demonstration, observation, and training center for local schoolchildren. Two nearby colleges will serve as training stations for future and in-service teachers of slow learners. Complementary objectives are: (1) to administer to all students entering school for the first time an early detection inventory to help identify learning problems, (2) to develop curriculum materials to be used with students having learning problems, and (3) to develop techniques of working with their parents. At the center, students will receive concentrated instruction in the basic skills for a period of 6-12 weeks; afterwards, they will be returned to the regular classroom. The proposed project consists of the planning phases for accomplishing the major objective. The committee involved in planning the program will visit other centers. For further information, contact Project Director, ESEA Title III, 140 East Border, Hot Springs, Arkansas 71901. (CK)

ES 100 012

Exemplary Library-Media Center.
South Mississippi County School District 57, Wilson, Ark.
Project Number 13-69-0003
Descriptors—Audiovisual Aids, *Audiovisual Centers, Individual Study, Learning Motivation, *Special Libraries, Teaching Techniques
A library facility will be constructed to serve an entire rural school district. This library will house an audiovisual center and will contain perimeter stations for individual study, conference rooms, work rooms, and other useful areas. A teacher will be available to help any student who needs assistance. The media center will be one of the most creative areas of the library. Audiovisual aids will be used in order to motivate students of all learning levels. The proposed project consists of the planning phases for accomplishing the major objective. In the planning phases, attempts will be made to: (1) institute new techniques that will enrich students' experience, (2) involve students actively in all areas of learning, and (3) provide the students with a learning potential not available in present programs. A nearby university will function as an advisory agency. Personal visits will be made to other libraries and media centers. For further information, contact Project Director, ESEA Title III, South Mississippi County School District #57, Wilson, Arkansas 72395. (CK)

ES 100 013

Adapting Science Materials for Blind.
Alameda County School Dept., Haywood, Calif.
Project Number 14-69-0001
Descriptors—*Blind Children, Elementary Grades, *Language Skills, Models, *Physical Environment, *Science Curriculum, *Science Materials
Identifiers—Science Curriculum Improvement Study
The major objective of this project will be to design a curriculum program in science for visually handicapped elementary school children. The emphasis will be on a laboratory approach which stresses observation along with the manipulation of materials and the development of language skills to describe and explain the experiences. The program will be based on the materials developed by the Science Curriculum Improvement Study (SCIS), University of California. Another objective will be to adapt the SCIS unit on relativity, including equipment and text material, to enable the totally blind pupil to describe the position and motion of nearby objects in a personal reference frame. This should aid in the development of skills required by the blind child for independent mobility and control of his environment. Activities that will be utilized are: (1) examination of SCIS materials in order to select those appropriate for use with blind children, (2) modification of SCIS materials for use with blind children, (3) trial use of modified materials in classrooms, (4) review and improvement of the adapted materials in light of the findings in trial runs, (5) development of pilot models of additional material, and (6) evaluation of the materials developed. The approximate number of students to be served is 45, covering a grade span from Grade 1 through 6, with children from public schools only participating. For further information, contact Project Director, ESEA Title III, Alameda County School Dept., 224 W. Winton Avenue, Hayward, California 94544. (DAS)

ES 100 014

Alameda County School Department PACE Center.
Alameda County School Dept., Haywood, Calif.
Project Number 14-69-0002
Descriptors—*Educational Needs, *Educational Planning, *Elementary School Students, *Kindergarten Children, *Secondary School Students, Telecommunication
*The purpose of this project is to develop a long range planning capability to identify and assess the high priority needs of a county educational system. A communication network will be developed. School districts will receive assistance in developing solutions to meet identified needs. Both public and private schoolchildren will participate in the project. The approximate number of students to be served is 247,000. The grade span of these students is kindergarten to Grade 12. Approximately 63,000 other persons will also take part. For further information, contact Project Director, ESEA Title III, Alameda County Superintendent of Schools, 224 West Winton Avenue, Hayward, California 94544. (CK)

ES 100 015

Northern California Supplementary Educational Center.
Butte County Superintendent of Schools, Oroville, Calif.
Project Number 14-69-0013

Descriptors—Conferences, Educational Methods, *Educational Planning, Educational Research, *Education Service Centers, *Operations Research, Pilot Projects, *School Industry Relationship, Supplementary Education

The objective of this project will be to establish in Northern California a supplementary educational center with the following service capabilities: (1) to provide diffusion of new techniques and methodologies for meeting identified critical needs of students; (2) to stimulate required planned changes in the educational community; (3) to provide educational-industrial cooperation in educational system design; (4) to provide for the acquisition and support the utilization of system technology skills by educators; and (5) to provide expertise in evaluation, continuation planning, and implementation of operational projects. To achieve these goals, the staff of the center will engage in the following activities: (1) maintenance of a comprehensive file of current data on identified educational needs; (2) development of projects designed to utilize innovative and exemplary approaches to alleviate critical educational needs; (3) diffusion of innovative approaches to educational problems through the establishing of pilot activities in area schools; (4) holding of major area conferences to diffuse new methods-media instructional strategies; (5) design of new educational programs utilizing new industrial resources; (6) upgrading of planning skills in county and district educational leaders; (7) providing research and analysis to support area educational planning; and (8) assistance to and evaluation of operational projects. The approximate number of students to be served is 94,845, covering a grade span from kindergarten through Grade 12, with children from both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, Butte County Superintendent of Schools, 3 County Center Drive, Oroville, Calif. 95965. (DAS)

ES 100 016

Identification of Preschool Handicapped Children.

Butte County Superintendent of Schools, Oroville, Calif.

Project Number 14-69-0014

Descriptors—*Classification, *Handicap Detection, *Handicapped Children, *Preschool Children, *Resources

A program which identifies preschool handicapped children will be established in 10 rural Northern California counties. It will have the following objectives: (1) to identify and classify all preschool handicapped children down to the age of three years; (2) to identify and classify all resources capable of assisting in the alleviation of the handicapped child's problems; (3) to make recommendations for the elimination of all nonresponsive resource programs, the expansion of existing responsive resource programs as required, and the initiation of new required resources. The approximate number of students to be served is 450, representing an age span of from three to five years. It is not concerned with the children's future enrollment in public or nonpublic schools. For further information, contact Project Director, ESEA Title III, Butte County Superintendent of Schools, 3 County Center Drive, Oroville, California 95965. (DAS)

ES 100 017

Chico Learning Center Project.

Chico Unified School District, Calif.

Project Number 14-69-0015

Descriptors—*Attitude Tests, *Behavior Change, Counseling Services, Diagnostic Teaching, *Handicapped Students, Instructional Programs, *Interdisciplinary Approach, *Language Instruction, Remedial Instruction, Study Centers

The objective of the project will be to establish a diagnostic-treatment-instructional learning center to correct and alleviate conditions inimical to learning. An interdisciplinary staff is expected to provide for a period from six months to two years remedial instructional and counseling services to the handicapped student in the center as well as in his classroom. Instruction in language skills will be undertaken in programmed learning in the Edison Responsive Environment. A significant role is planned for parents to enhance the student's self-image. During each six months of participation in the program, the student should grow in language skills at a rate in excess of his previous average yearly progress. This rate of incremental growth should be maintained during, and for at least one year following, the student's separation from treatment in the program. One year after separation from the program, the student should score at least one stanine higher on the Shurtleff Attitude and Behavioral Scales than he did upon beginning the program. Behavior and attitudinal change should include those related to self, school, reading, family, and peers. The approximate number of students to be served is 112, covering a grade span from kindergarten through Grade 12, with children from public schools only participating. For further information, contact Project Director, ESEA Title III, Chico Unified School District, 1163 East Seventh Street, Chico, California 95926. (DAS)

ES 100 018

Supplementary Educational Center for Contra Costa County.

Contra Costa County Dept. of Education, Pleasant Hill, Calif.

Project Number 14-69-0018

Descriptors—*Educational Change, Educational Needs, *Educational Planning, Information Dissemination, Problem Solving, *Program Evaluation, Resource Allocations, *Supplementary Educational Centers, Workshops

An education planning center will: (1) conduct a continuing assessment of the educational, social, and cultural needs of the students in Contra County; (2) provide the allocation of resources to develop solutions to high-priority needs; (3) provide a system through which local agencies can identify solutions to common student needs; (4) provide a system for acquiring necessary funds; (5) stimulate an awareness of the need and increase the ability to create significant educational change; and (6) inform constituents of the purpose of ESEA Title III, the mission of the center, and the range of the services available from the center staff. These activities will be accomplished through the administration and analysis of county-wide needs assessments, systematic project and program planning and development, research and information retrieval service, program and project evaluation, professional development service through workshops, symposiums, and conferences, information dissemination, and cooperation with other similar agencies. The approximate number of students to be served is 152,036, from prekindergarten through Grade 12, in both public and nonpublic schools. For further information, contact Project Director, ESEA Title III, Costra Costa County Superintendent of Schools, 75 Santa Barbara Road, Pleasant Hill, California 94523. (DAS)

ES 100 019

Regional Planning and Evaluation Center (EDICT).

Fresno County Schools, Calif.

Project Number 14-69-0026

Descriptors—*Educational Needs, *Educational Planning, Educational Research, Evaluation, Innovation, *Inservice Education, *Program Development

This project will establish a regional planning center that will stimulate and help to bring about changes in educational practice, and which will be responsive to student needs. The center proposes to: (1) provide leadership in long-range planning; (2) assess needs to determine priorities for program development; (3) report and interpret current information in innovation; (4) maintain current information on funding and other resources; (5) encourage wide community involvement in the program; (6) implement in-service retraining activities; (7) design and encourage the inclusion of evaluation devices in all programs and projects; and (8) assure the thorough dissemination of information concerning educational innovation through demonstration and publication. The approximate number of students to be served is 120,932, representing a grade span of from pre-kindergarten to post-secondary, with children in both public and nonpublic schools being served. For further information, contact Project Director, ESEA Title III, Superintendent, Fresno County Dept. of Education, 2314 Mariposa Street, Fresno, California 93721. (DAS)

ES 100 020

VIDECOR.

Fresno City Unified School District, Calif.

Project Number 14-69-0030
Descriptors—Aurally Handicapped, Evaluation, *Feedback, *Language Handicapped, Multiply Handicapped, *Multisensory Learning, Self Evaluation, *Speech Handicapped, Speech Therapists, *Videotape Recordings
VIDECOR will be an attack on speech and language disabilities through the use of video tape. The major objective will be to develop and make operational multisensory approach to therapeutic procedures for speech, hearing, and language handicapped children. It should be possible to convert the results into usable form for parents and classroom teachers. Secondary objectives will be: (1) to provide evaluation techniques for the speech and hearing specialist, and (2) to involve parents and classroom teachers in the therapeutic process. The following activities will be utilized to achieve the objectives: (1) evaluation of participants and determination of techniques to meet these needs, (2) development of pilot lessons to initiate the program, (3) video taping of therapeutic sessions, (4) use of instant replay as an immediate audiovisual feedback for the child, (5) use of delayed replay for further assessment of the child by the specialist, (6) use of delayed replay for self-appraisal and evaluation of methods by the specialist, (7) periodic evaluations, (8) regular staff meetings to assess the program, and (9) development of refined lessons, lectures, and demonstrations for viewing by students, parents, and classroom teachers. The approximate number of students to be served is 57,632, covering a grade span of prekindergarten through Grade 12, with children from public schools only participating. For further information, contact Project Director, ESEA, Title III, Fresno City Unified School District, 2348 Mariposa, Fresno, California 93721. (DAS)

ES 100 021

Packaged Self Instructional Programs for Isolated Teachers of the Handicapped.
Humboldt County Schools, Eureka, Calif.
Project Number 14-69-0040
Descriptors—Audiovisual Aids, *Autoinstructional Aids, *Handicapped Children, *Mental Retardation, *Special Education Teachers, Tape Recordings
Teachers working with handicapped pupils in remote and sparsely settled areas, with a very low density of students and meager supervisory and consultant services, will be the focus of this project. The major objective will be to improve the competencies of the teachers with consequent benefits to handicapped pupils. The project proposes to approach this objective by testing the idea of preparing packaged materials in the area of teaching of mentally retarded, with emphasis given to tape recorded materials. Major activities will include the field survey of in-service needs for existing teachers of the mentally retarded, analysis of common needs, and development of one or two self-taught minicourses with emphasis on audiovisual materials. The materials will be developed with the aid of selected teachers, county staff, and outside consultants. The approximate number of teachers to be served is 35, all coming from the public schools. For further information, contact Project Director, ESEA Title III, Humboldt County Schools, North Coast Region PACE, 819 Seventh Street, Eureka, California 95501. (DAS)

ES 100 022

Planning and Development Project for California North Coast Region.
Humbolt County Schools, Eureka, Calif.
Project Number 14-69-0046
Descriptors—Adult Education, *Data Analysis, *Elementary School Students, Information Dissemination, *Psychological Services, Remedial Instruction, *Secondary School Students, Social Services, *Supplementary Education, Surveys
A three-year supplementary educational program to service four counties is proposed. Activities to enrich the programs of local elementary and secondary schools, both public and nonpublic, will be held. Counseling, physical education, remedial instruction, psychological and social work services will be offered. In addition, comprehensive academic services and vocational guidance for continuing adult education will be provided. Information will be collected and studied in order to evaluate and determine future needs of the area. This data will be gathered by means of interviews, survey analysis of statistical data, and dissemination and diffusion of information from other areas. The approximate number of persons to be served by the project is 194,000. For further information, contact Project Director, ESEA, Title III, Humboldt County Schools, North Coast Region PACE, 819 Seventh Street, Eureka, California 95501. (CK)

ES 100 023

Helpful Environment for Children with Learning Problems.
Calexico Unified School District, Calif.
Project Number 14-69-0054
Descriptors—Consultants, Counseling Services, *Educable Mentally Handicapped, *Educational Environment, *Educational Resources, *Elementary School Students, *Integrated Curriculum, Paraprofessional School Personnel, Program Evaluation, Spanish Speaking
This project will (1) design, implement, and demonstrate an integrated resource center educational program for the educable mentally retarded (EMR), (2) assess the merits of the integrated approach as compared with the existing self-contained EMR classroom, (3) gather preliminary evaluative data related to local EMR identification procedures, and (4) increase the opportunity for Spanish-speaking EMR pupils to communicate in the classroom by providing Spanish-speaking paraprofessional instructional aides. Preservice meetings, on-going planning by staff members, employment of an outside impartial consultant, and the use of the school-community counselor to advise pupils, parents, and teachers are some of the activities that will facilitate the accomplishment of the stated objectives. Approximately 45 public elementary schoolchildren will participate in the project. For further information, contact Project Director, ESEA Title III, Calexico Unified School District, Seventh Street and Heber Avenue, P.O. Box 792, Calexico, California 92231. (CK)

ES 100 024

Kern County Planning and Evaluation Agency.
Kern County Superintendent of Schools, Bakersfield, Calif.
Project Number 14-69-0059
Descriptors—Adult Education, Educational Innovation, Educational Needs, *Educational Planning, *Elementary School Students, Information Dissemination, Junior College Students, *Kindergarten Children, *Preschool Children, *Secondary School Students
The objectives of this project are to: (1) disseminate information relating to the functions and activities of a county educational planning center to educators, community organizations, local residents, students, and other agencies located in the region, (2) assist a minimum of four local educational agencies in developing or adapting innovative educational programs or practices to their local system, (3) provide direct assistance to districts upon their request in the implementation of new educational programs, and (4) carry out the need assessment strategy previously developed by the center. To carry out these objectives, personal contact, publications, regional conferences and workshop sessions, and the center's staff time and resources will be utilized. Approximately 97,000 people—preschool children, kindergarteners, elementary and secondary school students, junior college students, and adults will participate in the program. For further information, contact Project Director, ESEA Title III, Kern County Superintendent of Schools Office, Kern County Civic Center, 1415 Truxtun Avenue, Bakersfield, California 93301. (CK)

ES 100 025

Improved Instruction for Handicapped Children.
Lassen County Superintendent of Schools, Susanville, Calif.
Project Number 14-69-0064
Descriptors—Classroom Techniques, Educational Needs, *Elementary School Students, *Handicapped Children, Inservice Teacher Education, *Instructional Materials Centers, *Kindergarten Children, Rural Schools, *Secondary School Students, Supplementary Education
This proposal is designed to meet the educational needs of county handicapped children through the

development of a cooperative instructional materials center. Subsidiary objectives are to: (1) develop administrative guidelines to enable rural school districts to meet the learning needs of these children; (2) provide in-service study for teachers in the utilization of instructional materials centers focused on the learning problems of the handicapped; (3) demonstrate the feasibility of meeting the needs of the handicapped without removing them from isolated and rural classrooms; and (4) develop classroom procedures that will enable teachers in multi-grade situations to assign adequate time to a one-to-one relationship vital to the learning development of the handicapped child. A central learning center and several satellite learning centers will be established and in-service study for teachers will be planned on an individual basis. Approximately 152 public schoolchildren in kindergarten through Grade 12 will participate in the project. In addition, 25 staff members engaged in in-service training will take part. For further information, contact Project Director, ESEA Title III, Lassen County Superintendent of Schools, 720 Richmond Road, Susanville, California 96130. (CK)

ES 100 026

Los Angeles County Supplementary Education Center.

Los Angeles County Superintendent of Schools, Calif.
Project Number 14-69-0067.

Descriptors—Consultants, *Educational Change, *Educational Planning, *Educational Programs, *Information Dissemination, Models, Program Evaluation, Research, *Supplementary Educational Centers, Systems Analysis.

The objectives of the program are to: (1) develop increased planning capabilities for the design and implementation of educational change; (2) develop improved evaluative competencies of educational programs; and (3) provide a system for the dissemination of information related to important educational problems. To accomplish the program, a small, permanent staff will be formed. Augmented by other specialists, working on a temporary, when-needed basis, the staff will seek to provide: (1) generic planning models; (2) educational planning training programs; (3) a system for the acquisition, filtering, organization, and dissemination of information needed by the school districts; and (4) technical consultative assistance in the development of plans and evaluative systems for educational programs. The approximate number of students to be served is 1,082,000, covering a grade span from kindergarten through post-secondary, with children from both public and nonpublic schools participating. For further information, contact Project Director, ESEA, Title III, Los Angeles County Superintendent of Schools, 155 W. Washington Boulevard, Los Angeles, California 90015. (DAS)

ES 100 027

Center for Planned Change

Los Angeles Unified School District, Calif.
Project Number 14-69-0080.

Descriptors—Data Bases, Demography, *Educational Change, *Educational Planning, Information Dissemination, *Instructional Innovation, Pilot Projects, *Program Development.

Educational leadership, research, and planning will be provided to achieve an organizational structure wherein the major responsibility for the determination of needs and the planning of programs will be assumed by the local school staff and community personnel. By attacking problems in these programs (pilot school, instructional management, Title I data base, and demographic information base) the staff proposes to: (1) initiate or continue new programs leading to the new objective; (2) collect, maintain, and provide up-to-date information on resource availability; (3) provide assistance in the development and resubmission of Title III projects; and (4) develop criteria for the determination of priorities for problem focus. The approximate number of students to be served is 737,723, covering a grade span from pre-kindergarten to post-secondary, with children from public schools only participating. For further information, contact Project Director, ESEA, Title III, Los Angeles Unified School District, 450 North Grand Avenue, Los Angeles, California 90012. (DAS)

ES 100 028

Diagnostic Learning Centers for EMR Pupils.

Los Angeles Unified School District, Calif.
Project Number 14-69-0081.

Descriptors—Diagnostic Teaching, *Educable Mentally Handicapped, *Individualized Instruction, *Mental Retardation, Self Concept, *Student Evaluation, Study Centers.

Three diagnostic learning centers will be established in the Los Angeles area. Their goal is to enable educable mentally retarded pupils to realize their maximum educational potential. The following objectives have been established: (1) pupil improvement in self-concept; (2) pupil improvement in academic-task achievement; (3) teacher improvement in the ability to stimulate pupil academic growth; (4) counselor improvement in making a complete assessment of the pupil; and (5) improvement in teacher-counselor teamwork in developing descriptive teaching methods. Using the resources of several educational agencies, the three centers plan to provide: (1) a flexible period of attendance at the center, according to each pupil's needs; (2) comprehensive diagnostic evaluation of the pupil by a counselor-teacher team to determine the most effective ways he can learn; (3) subsequent prescriptive teaching activities; (4) conferences with the pupil's regular teacher to make appropriate plans for return to the classroom; and (5) participation of teachers, counselors, and parents of pupils in the program. The approximate number of pupils to be served is 450, representing a grade span of from 1 through 6, with children in both public and nonpublic schools being served. For further information, contact Project Director, ESEA Title III, Los Angeles Unified School District, 450 North Grand Avenue, Los Angeles, California 90054. (DAS)

ES 100 029

Handicapped Children's Assessment-Service Centers

Los Angeles Unified School District, Calif.
Project Number 14-69-0082.

Descriptors—*Educational Testing, *Handicapped Children, *Instructional Programs, *Learning Disabilities, Special Education, *Teacher Education.

The establishment of a centrally administered systems of centers designed, staffed, and equipped to assess the psychomotor and visual functions, auditory and language levels, school behavior, and academic performance of physically, educationally, and mentally handicapped pupils is proposed. Specific objectives will be: (1) to develop and refine techniques and devices for properly assessing the educational, physical, social, and communicative skills of these pupils; (2) to improve the pupils' academic performance; (3) to increase teachers' instructional capabilities; and (4) to involve parents in the educational process. To accomplish the proposed objectives, centers will be established in three special education schools; individual assessment of each pupil's learning disabilities will be made by a team that includes a doctor, nurse, counselor, psychologist, speech teacher, child welfare worker, and consultants, as well as a master teacher. The teacher will conduct the follow-up after pupils leave the assessment program. A specific educational program will be prescribed for each child. Approximately 2,060 persons will be served by the project, representing 1,660 children from prekindergarten through Grade 12, and 400 other participants. For further information, contact Project Director, ESEA Title III, Los Angeles Unified School District, 450 North Grand Avenue, Los Angeles, California 90012. (DB)

ES 100 030

Multi-Media Achievement Center for the Deaf.

Los Angeles Unified School District, Calif.
Project Number 14-69-0083.

Descriptors—*Aurally Handicapped, Curriculum Development, *Deaf Education, English Instruction, *Junior High School Students, Mathematics Instruction, *Multimedia Instruction, Parent Participation, *Special Education, Teacher Education.

This project is designed to develop and implement an innovative approach to the teaching of junior high school deaf pupils through the use of multimedia

materials and equipment. Specific program objectives will be: (1) to increase pupil rate of progress in mastering content in Mathematics and English, (2) to increase pupil response and interaction in the teaching-learning situation, and (3) to train teachers in the selection and use of multimedia instructional materials and equipment appropriate to specific learning tasks. To achieve these objectives, the Multimedia Center will be completed and equipped, preservice training of teachers and auxiliary personnel will be conducted, orientation and involvement of pupils, staff, and parents in the use of the Multimedia Center will be carried out, information concerning the Center will be disseminated, and the effectiveness of the program will be evaluated. Approximately 136 public school students will participate in the project, representing Grades 1 through 12, as well as 400 adults and 15 nonpublic school pupils. A staff of approximately 23 full-time employees and 14 part-time will be assigned to the project. For further information, contact: Project Director, ESEA Title III, Los Angeles Unified School Dist., 450 North Grand Avenue, Los Angeles, California 90012. (DB)

ES 100 031

Planning Grant in Special Education....Language-Learning Disability.
Temple City Unified School District, Calif.
Project Number 14-69-0094
Descriptors—Diagnostic Teaching, *Elementary Grades, *Individualized Instruction, Inservice Teacher Education, *Kindergarten, *Learning Laboratories, Learning Specialists, *Special Education
The primary purpose of this project will be the exploration of varied learning needs of kindergarten to grade three youngsters who are traditionally categorized in Special Education groups. The plan will establish a summer in-service workshop for planning and developing a model that should provide relevant educational programs for youngsters who may not be profiting from a regular classroom experience. Regular classroom instruction will be supplemented by specific diagnostic intervention. Learning readiness and reinforcement will occur in an educational resource setting. This learning laboratory will be staffed by a cadre of multidisciplinary teacher specialists who will plan with classroom teachers and parents an educational program based upon individual learner needs. Use will be made of existing evaluative instruments that tap psycholinguistic functions, motor development, and estimates of intelligence. These diagnostic impressions will be mutually shared and will define the educational program. The approximate number of students to be served is 14, representing a grade span from kindergarten through Grade 3. For further information, contact: Project Director, ESEA Title III, Temple City Unified School District, 9516 East Longden Avenue, Temple City, California 91780. (DAS)

ES 100 032

Educationally Handicapped Multi-media Presentation.
Marin County Superintendent of Schools Office, San Rafael, Calif.
Project Number 14-69-0100
Descriptors—*Academically Handicapped, *Activity Learning, *Film Production, *Instructional Innovation, Mental Retardation, *Multimedia Instruction
The objectives of the project will be to: (1) improve the self-image of project participants, (2) promote within the community an increased awareness of the capabilities of handicapped children, (3) develop marketable skills among the participating handicapped children, (4) explore the possibilities for curricular innovation, and (5) provide the instructional staff with insight into the ways that students visualize their present instructional program. The project participants will be expected to be involved in every phase of the project from initiation to termination. They will: (1) select the activities to be filmed, (2) select the roles each will play, (3) conduct the filming, (4) assist in editing the film, (5) select and tape appropriate audio accompaniment, and (6) coordinate and present its showing for students, teachers, and community organizations. Each student will play some role in the production and showing of this presentation. The approximate number of students to be served is 283, representing a grade span from Grade 1 through Grade 12, with children from public schools only participating. For further information, contact Project Director, ESEA Title III, Office of the Marin County Superintendent of Schools, 201 Tramal Vista Blvd., Corte Madera, California 94925. (DAS)

ES 100 033

New Chance for Handicapped Children.
Merced City School District, Calif.
Project Number 14-69-0111
Descriptors—*Curriculum Guides, *Handicapped Children, *Inservice Teacher Education, *Instructional Materials, Summer Institutes, *Teaching Methods
The objectives of the proposed activitity include: (1) the development and improvement of methods and techniques employed by teachers in educating handicapped children, (2) the development and projection of materials particularly suited to the needs of handicapped children, and (3) the production of a curriculum guide for use by teachers of handicapped children. There will be two phases of the activities--summer institute activities and regular school year activities. During the summer, there will be four classes for handicapped children taught during the morning hours. Two teachers will teach each class, with the remaining teachers observing. During the summer afternoons, all teachers will meet to discuss the various aspects of the education of handicapped children. During the regular school year, there will be four scheduled meetings at which the teachers can discuss common problems with school psychologists and other specialists. The approximate number of teachers to be served is 30, with teachers from both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, Merced City School District, 555 W. 22nd Street, Merced, California 95340. (DAS)

ES 100 034

Tri-County Supplementary Educational Center
Monterey Peninsula Unified School District, Monterey, Calif.
Project Number 14-69-0118
Descriptors—Consultants, Educational Needs, *Educational Planning, *Educational Programs, Innovation, *Inservice Education, Research, *Resource Centers
This proposed project will serve as a catalyst and a resource for three educational communities. It is expected to help identify educational needs and to identify, adapt, implement, demonstrate, diffuse, and evaluate recognized innovative programs to meet the individual needs of all the students in a tricounty area. Objectives will be: (1) to keep all components of the educational community constantly informed about the services and potential of the center, (2) to assist in identifying the educational and cultural needs of all students in the area, (3) to act as a clearinghouse in obtaining and disseminating information regarding research, new programs, and consultant resources, (4) to assist in long-range planning and design of programs to meet the requirements of identified needs, (5) to coordinate the efforts and resources of schools having similar needs or problems, (6) to assist schools with innovative programs to establish procedures for demonstration and diffusion of results, and (7) to implement innovative programs designed to meet the educational needs existing in the tricounty area. The approximate number of students to be served is 112,589, representing a grade span from prekindergarten through Grade 12, with children in both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, Board of Education, Monterey Peninsula Unified School District, 701 Pacific Avenue, Monterey, California 93940. (DAS)

ES 100 035

Four County Regional Planning Project.
Napa County Schools, Calif.
Project Number 14-69-0124
Descriptors—*Comprehensive Programs, *Educational Planning, *Evaluation, Information Dissemination, *Innovation, *Learning Activities, Systems Approach
The mission of the project will be to stimulate and assist in the processes of comprehensive planning by which the educational system meets learner needs. Specifically, the project plans to: (1) provide consultation services with special reference to planning functions, (2) plan and conduct workshops and training

sessions in writing behavioral objectives, systems approach to planning, etc.; (3) plan and conduct orientation sessions to expand available solution alternatives; (4) assist in developing plans; (5) plan and conduct studies, evaluations, and assessments; (6) publish appropriate information and provide for local dissemination; and (7) implement local resource retrieval systems and provide for regional use of ERIC. The approximate number of pupils to be served is 178,094 representing a grade span of from pre-kindergarten through post secondary, with children in both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, Napa County Superintendent of Schools, 1130 Main Street, Napa, California 94558. (DAS)

ES 100 036

Orange County Supplementary Educational Center.
Orange County Superintendent of Schools, Santa Ana, Calif.
Project Number 14-69-0125
Descriptors—*Educational Change, Educational Planning, *Elementary School Students, Interagency Coordination, *Kindergarten Children, *Secondary School Students, *Supplementary Educational Centers
Under the auspices of this project, a county supplementary educational center will provide leadership and service to regional educational agencies in planning, and developing innovative local programs, promoting the adaption and adoption of such programs, and launching the orderly process of planned educational change. The center will facilitate this change by synchronizing the efforts of the numerous local agencies. Planning procedures to be used include: (1) analysis of research and promising practices; (2) consultation with specialist resource persons; (3) regional assessment of needs and study of factors that characterize these needs; and (4) regional program development. Approximately 375,000 public and private schoolchildren in kindergarten through Grade 12 will be served by the project. For further information, contact Project Director, ESEA Title III, Orange County Schools Office, 1104 West Eighth Street, Santa Ana, California 92701. (CK)

ES 100 037

Teaching Handicapped in Regular Classroom.
Fountain Valley School District, Calif.
Project Number 14-69-0135
Descriptors—*Academically Handicapped, *Diagnostic Teaching, *Mental Retardation, *Regular Class Placement, *Specialists, Student Evaluation
The purpose of the project will be to establish an innovative educational plan for the moderately handicapped child whereby he can be effectively educated in the regular classroom. The professional staff will attempt to: (1) analyze the assets and liabilities of each handicapped child by means of a comprehensive pupil evaluation process; (2) apply appropriate learning programs suited to the needs of the handicapped student; (3) gather, organize, and code effective methods and materials by an analysis of their usefulness; and (4) organize staff assignments so that the skills of each specialist will be appropriately applied to the child within the regular classroom. In an integrated environment, it is anticipated that handicapped and normal students will respond in a favorable manner toward one another. The handicapped student participating in the regular classroom should improve his self-image and maintain a level of academic achievement commensurate with his abilities. The major thrust of the project will focus on a diagnostic learning center where diagnostic and teaching specialists will have an opportunity to carefully study each child and develop a meaningful set of learning activities suited to his unique learning style. Selected members of the team will work with the regular teacher to insure that the learning activities are effectively implemented in the classroom. The approximate number of students to be served is 255, with children from public schools only participating. For further information, contact Project Director, ESEA Title III, Fountain Valley School District, #1 Lighthouse Lane, Talbert and Newland, Fountain Valley, Calif. 92708. (DAS)

ES 100 038

Developmental Placement for Handicapped Kindergartners.
Fullerton Elementary School District, Calif.
Project Number 14-69-0137
Descriptors—Cognitive Development, Consultants, *Curriculum Development, *Individualized Instruction, Instructional Materials, *Kindergarten Children, *Learning Disabilities, Program Evaluation
This project will design an encompassing curriculum that will provide individualized prescriptive instruction for kindergarten children with learning disabilities. The services of consultants will be employed to assist staff specialists in the school district served in developing materials, equipment, and instructional devices. An extensive evaluation system will be employed throughout the life of the project. This evaluation will consist of pre- and post-testing of cognitive, affective, and psychomotor skills. Approximately 90 kindergartners enrolled in public school and 3 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, Fullerton Elementary, 1401 W. Valencia Drive, Santa Ana, California 92701. (CK)

ES 100 039

Project for the Multi-handicapped Blind.
Garden Grove Unified School District, Calif.
Project Number 14-69-0141
Descriptors—*Blind Children, *Individualized Instruction, *Multiply Handicapped, Parent Attitudes, *Special Education, *Teacher Education
Identifiers—Agnes Ware Stanley Elementary School
Children whose primary handicap is blindness, but who also have additional handicaps, will be served by the program. The prime objective of the program is to provide, in a public school self-contained classroom situation, a low pupil-teacher ratio. Other objectives are: (1) to attempt to change parental attitudes toward these children; (2) to provide a practicum situation for prospective teachers; (3) to provide a regular seminal situation involving teachers from other special education programs. A team approach will be utilized in the program. The team will be comprised of a teacher of the visually handicapped, a medical doctor, school nurse, an ophthalmologist, and a teacher's aide. Children will be screened for educable ability, and a total of eight children will be selected: six will be in Grades 1 through 6 and two will be preschool. Each student will be completely evaluated in academic subjects, in mental, physical, and social abilities and achievement in order to determine the best approach to instruction and the most appropriate materials to be used. In addition, complete psychological examinations will be made, and guidelines for personality development will be outlined and counseling periods established. Specially prepared programs will be outlined for each student, including individual participation in physical education and mobility instruction. For further information, contact Project Director, ESEA Title III, Garden Grove Unified School Dist., 10331 Stanford Ave., Garden Grove, Calif. 92640. (DB)

ES 100 040

SPEIR--Supporting Programs in Education through Inter-Community Resources.
Riverside County Superintendent of Schools, Calif.
Project Number 14-69-0151
Descriptors—Adult Education, Data Analysis, Educational Change, *Educational Needs, Educational Programs, *Elementary School Students, *Kindergarten Children, Organization, *Secondary School Students, *Systems Approach
This project will design and implement an organizational management system that is (1) responsive to the identified educational needs of the area; (2) systematic in designing viable solutions to those needs; and (3) creative in adopting programs to promote, encourage, and foster responsible educational change. The organizational management system will be directed and monitored by a Governing Board composed of representatives from education, industry, government, and cultural agencies. The Board will establish the policies and procedures by which a professional staff will administer the program. A model needs assessment will be implemented within individual school districts which will generate data to be analyzed for regional need identification. Existing innovative programs will be identified and supported, and a dissemination model will be described and implemented throughout the area served. Approximately 136,000

schoolchildren in kindergarten through Grade 12 and 8,000 adults will be served by the program. For further information, contact Project Director, ESEA Title III, Riverside County, 4015 Lemon Street, P. O. Box 868, Riverside, California 92502. (CK)

ES 100 041

Superior California Educational Resources Agency

Sacramento County Dept. of Education, Calif.

Project Number 14-69-0160

Descriptors—Disadvantaged Youth, Handicapped, *Learning Difficulties, *Performance Specifications, *Planning, Preschool Learning, *Problem Solving, Seminars, *Supplementary Educational Centers, Workshops

To assist educational agencies in reducing critical learner needs (preschool disadvantaged and handicapped), this program will provide assistance in: (1) establishing priorities among the learner needs; (2) establishing terminal performance specifications necessary for meeting selected learner needs; (3) the selection of most effective solution strategies; (4) planning for the implementation of selected solution strategies; and (5) planning the evaluation of the solution. The basic procedural framework will be made up of the following problem solving steps: (1) identification of the problem; (2) analysis of the problem; (3) determination of solution strategy; (4) implementation of solution strategy; and (5) determination of strategy effectiveness. Among the activities planned are news letters, reference services, television programs, visitations, surveys, seminars, conferences, and workshops. The approximate number of students to be served is 273,315, covering a grade span from kindergarten through post secondary, with children from both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, Sacramento County Office of Education, 6011 Folsom Boulevard, Sacramento, California 95819. (DAS)

ES 100 042

Under-Performance That Is Genuinely Halted (Uptight).

Del Paso Heights School District, Sacramento, Calif.

Project Number 14-69-0161

Descriptors—*Academic Achievement, *Elementary School Students, Family School Relationship, *Improvement, *Kindergarten Children, *Social Adjustment

This project should: (1) elevate student academic achievement and social adjustment; (2) increase the efficiency and morale of the certificated staff so that student achievement can be elevated; and (3) bring the school and home together in a close alignment that fosters mutual cooperation and personal involvement. Activities and procedures that will be employed to attain the goals will be the provision of personnel, equipment, and supplies for the implementation of the academic and auxiliary programs conceived by this district to meet the educational, physical, and social needs of its students. Approximately 1,750 students in kindergarten through Grade 6 and 113 staff members engaged in in-service training will be served by the project. For further information, contact Project Director, ESEA Title III, Del Paso Heights School District, 3645 Taylor Street, Sacramento, California 95838. (CK)

ES 100 043

Model Program for Handicapped Children.

North Sacramento School District, Sacramento, Calif.

Project Number 14-69-0165

Descriptors—Academically Handicapped, Demonstration Programs, *Diagnostic Teaching, *Handicapped Children, *Individualized Programs, *Inservice Teacher Education, Learning Disabilities, *Mental Retardation

The prime objective of the project will be to initiate a model instruction program to demonstrate the possibility of meeting the individual needs of educationally handicapped pupils in regular classrooms with mutual benefit to handicapped and nonhandicapped children. For purposes of this project, an educationally handicapped child is one with average or above average intelligence who shows a significant discrepancy between ability and achievement because of emotional disturbance or other health impairments. Further objectives of the project will include: (1) the use of the program as a demonstration for the in-service education of special education teachers, regular teachers, and student teachers; and (2) improvement of the self-concept of the handicapped through the therapy of success and elimination of the stigma of special-class placement. The procedures to be utilized will be: (1) diagnosis of the strengths, weaknesses, and learning pattern of each child; (2) design of an individual prescription for each child; (3) execution of the above plans by a teacher and an instructional aid; and (4) initiation of an in-service program to increase teachers' skills in individualizing instruction and meeting the needs of handicapped children in a regular classroom. The approximate number of students to be served is 206, representing a grade span of from prekindergarten through Grade 6, with children in both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, North Sacramento School District, 670 Dixieanne Avenue, Sacramento, California 95815. (DAS)

ES 100 044

Creating a Supportive Educational Atmosphere between Parents and Their Three to Seven Year Old Handicapped Children.

Sacramento City Unified School District, Calif.

Project Number 14-69-0169

Descriptors—Counseling, Creativity, Disadvantaged Youth, *Handicapped Children, *Inservice Teacher Education, *Interdisciplinary Approach, Parent Child Relationship, *Parent Participation, *Preschool Children

The major objective of this project will be the early identification of children who exhibit gross behavior patterns which may handicap their future educational progress. In assisting these children, the project aims to provide an opportunity for a multidiscipline approach involving intensive school, community, child, and parent participation and education. The activities are expected to include: (1) the development and implementation of procedures to survey the basic developmental tasks of the children referred; (2) intensive in-service training for the project staff; (3) the development of a multidisciplined approach; and (4) an opportunity for children and adults to participate in a continuous special program, preschool through kindergarten, in connection with a currently operated program. The approximate number of people to be served will consist of 20 children, representing an age span of three to seven years, one adult from each child's family, and/or other significant adults from the child's environment. There will be a total of 40 participants. The program will be open to children from both public and nonpublic schools. For further information, contact Project Director, ESEA Title III, Sacramento City Unified School District, Post Office Box 2271, Sacramento, California 95810. (DAS)

ES 100 045

To Plan Supplementary Educational Services

San Bernardino County Superintendent of Schools, Calif.

Project Number 14-69-0173

Descriptors—Data Analysis, Educational Needs, Educational Planning, *Elementary School Students, Information Dissemination, *Kindergarten Children, *Preschool Children, *Secondary School Students, Staff Orientation, *Supplementary Education

This project will: (1) determine local and regional educational needs; (2) promote local and regional educational planning; (3) diffuse successful innovative educational programs; (4) disseminate relative educational information; (5) develop usable generic models applicable to educational planning; and (6) prepare successful project proposals for the solution of educational needs. The activities necessary to accomplish these objectives will be conducted by an educational planning center serving three counties. The center will continue an on-going needs survey and disseminate the data gathered throughout the area served. Follow-up studies will be based on the analysis of this needs study. Educational personnel in the region will be oriented on the subject of educational planning. Approximately 200,000 children in preschool through Grade 12, in both public and nonpublic schools, will participate in the program. For further information, contact Project Director, ESEA Title III, Office of the County Superintendent of Schools, 5th floor, Hall of

Records, 172 West Third Street, San Bernardino, California 92403. (CK)

ES 100 046

A Program for the Severely Handicapped in the Barstow Area.

Barstow Unified School District, Calif.
Project Number 14-69-0174

Descriptors—*Adult Education, *Basic Skills, Continuing Education Centers, *Educable Mentally Handicapped, Educational Innovation, *Secondary School Students, Teacher Aides, *Vocational Education

This project will teach a target group of unemployed, severely handicapped trainable people to become useful, self-sufficient, employable citizens through a well-developed program of basic and vocational education. This objective will be obtained by the use of trained teachers directing the program and by an innovative process of cross-age-group fertilization. The approximately 150 severely handicapped, unemployable people, over age 16, living in the area to be served will be contacted, screened, and encouraged to participate in the skill-development program. The program will be conducted in a continuation and adult school facility, which will be equipped as a prevocational unit. The students in the school will be utilized as teacher aides and assistants. The program will be established to serve at least 30 handicapped persons, 15 trainable mentally retarded of the 12-20 year age group that are in special classes, 45 continuation school students, and 30 basic education adult students. For further information, contact Project Director, ESEA, Title III, Barstow Unified School District, 551 South H St., Barstow, California 92311. (CK)

ES 100 047

Integration of Educable Mentally Retarded Students.

Redlands Unified School District, Calif.
Project Number 14-69-0182

Descriptors—*Classroom Integration, *Educable Mentally Handicapped, Elementary School Students, Mental Retardation, *Primary Grades, *Resource Teachers, *Social Adjustment, Social Development

This project will demonstrate that children, tested and tentatively identified as educable mentally retarded, will show better achievement and social adjustment if assigned to a regular class. They would receive, in addition to instruction from the regular classroom teacher, the help of a resource teacher especially qualified to teach retarded children. In addition to demonstrating a better alternative to special class placement, this program should result in extending the services of qualified teachers to a greater number of children than can now be reached in the segregated classroom. The following procedures will be utilized: (1) identification of present kindergarten and junior first grade children eligible for a special class program, (2) random assignment of these children either to a special class for mentally retarded or to a regular first grade where they will receive, for a minimum of 60 minutes a day, help from a specially qualified resource teacher, (3) comparison of the achievement and social adjustment of the retarded children from both groups over a three-year period. The approximate number of students to be served is 36, covering a grade span from Grade 1 through Grade 6, with students from public schools only participating. For further information contact Project Director, ESEA, Title III, Redlands Unified School District, P. O. Box 1008, Redlands, California 92373. (DAS)

ES 100 048

Supplementary Education Center.

San Diego County Dept. of Education, Calif.
Project Number 14-69-0187

Descriptors—*Educational Change, Educational Innovation, Educational Needs, *Educational Problems, *Evaluation Techniques, *Information Dissemination, Information Sources, Planning, Research, *Supplementary Educational Centers

The Supplementary Education Center will attempt to encourage school districts in the development of innovative, creative, and effective solutions to education problems. It proposes to accomplish this objective by performing the following services: (1) serving as a central data gathering source, (2) meeting the need for systematic long-term planning, (3) encouraging the use of need assessment in local planning, (4) fostering innovation and creative change in education, (5) discovering, developing, and promoting sound new educational practices, (6) assisting with projects designed to find new approaches to educational problems, (7) assisting in planning the educational design of projects, and (8) compiling and disseminating important research and evaluation information. Planned activities will include: (1) long-range population projections, (2) surveys to identify the immediate and long-range educational needs of the San Diego schools, (3) establishment of priorities for helping to solve problems, (4) conferences and meetings to seek ideas and suggestions, (5) specialized in-service education courses, and (6) assistance with the planning, development, and preparation of project proposals. The approximate number of students to be served is 440,737, covering a grade span from prekindergarten through Grade 12, with children in both public and nonpublic schools participating. For further information, contact Project Director, ESEA, Title III, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego, California 92111. (DAS)

ES 100 049

Planning Services for Handicapped Children.

San Diego County Dept. of Education, Calif.
Project Number 14-69-0188

Descriptors—Clearinghouses, Computer Science, *Demonstration Projects, *Diagnostic Teaching, *Educational Planning, Handicapped Children, *Information Processing, *Multiply Handicapped, Referral

The objectives of this project will be: (1) to use computer facilities for centralized storage and retrieval of information about multiple-handicapped minors, (2) to establish demonstration or laboratory classes for multiple-handicapped children, (3) to establish a clinic for prescriptive services to multiple-handicapped children, and (4) to establish a clearinghouse and referral center. A task force will serve as the primary contact for the project coordinator, and will help in determining the location and emphasis of new programs and services to be initiated. Efforts will be made to identify appropriate agencies to assume responsibility for the initiation of new programs needed in the community. The approximate number of students to be served is 37,125, in addition to 3,250 who are not presently enrolled. This represents a grade span of from prekindergarten through Grade 12, with enrolled students coming from public schools only. For further information, contact Project Director, ESEA, Title III, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego, California 92111. (DAS)

ES 100 050

Developmental Physical Education for Mentally Retarded Children.

Cajon Valley Union School District, El Cajon, Calif.
Project Number 14-69-0190

Descriptors—Academically Handicapped, *Mental Retardation, Physical Development, *Physical Education, *Physical Fitness, *Psychomotor Skills, *Social Development, Testing

The objective of this project will be to provide mentally retarded children individualized physical development activities in order to promote increased physical, mental, and social growth. In addition, the project will be expected to serve as an innovative and exemplary program to demonstrate the value and feasibility of expanding such services. The activities should provide each child a planned, individualized program of physical development based upon his needs. On the basis of a pretest, an assigned physical education specialist will assess the physical needs of each child. He will then plan, program, and administer a series of activities designed to overcome the child's deficits. Evaluation will be an on-going process. One physical education specialist will rotate on a regular daily basis among the three buildings in which the target population is located. The approximate number of students to be served is 100, representing a grade span from Grade 1 through 6, with children from public schools only participating. For further information contact Project Director, Cajon Valley Union School District, ESEA, Title III, 189 Roanoke Road, P. O. Box 1129, El Cajon, California 92022. (DAS)

ES 100 051

Innovative Teaching of Educationally Handicapped Children.

LaMesa - Spring Valley School District, Calif.
Project Number 14-69-0193
Descriptors—*Academically Handicapped, *Elementary School Students, *Handicapped Children, *Inservice Teacher Education, *Learning Disabilities
The objectives of the project are: (1) to provide concentrated educational, medical, neurological, psychiatric, and psychological evaluation of children whose learning handicaps have not responded to the usual remedial techniques, and (2) to develop a model of in-service training for teachers of educationally handicapped children and provide in-service training for beginning as well as experienced teachers. Approximately 45 public school students in Grades 1 through 6, and 5 nonpublic school pupils will participate in the project. For further information, contact: Project Director, ESEA Title III, Los Angeles Unified School District, 450 North Grand Avenue, Los Angeles, California 92041. (DB)

ES 100 052

Zoo Project for Handicapped Children.

San Diego Unified School District, Calif.
Project Number 14-69-0197
Descriptors—*Academically Handicapped, *Enrichment Experience, *Inservice Teacher Education, *Mental Retardation, *Motivation
Identifiers—San Diego Zoological Gardens
The objective of this project will be to utilize the services and facilities of the San Diego Zoological Gardens to stimulate and enrich the educational program of educationally handicapped and mentally retarded children from the San Diego metropolitan area. The regular curriculum, including reading, social science, mathematics, and science, using animals and other zoo resources as a means of motivating these handicapped children will be taught. An understanding of life and man's place in the scheme of nature will be used to provide a central theme. Spending 10 half-day sessions at the zoo, the children will have an opportunity to handle, feed, and observe real animals and to apply these experiences to art, music, mathematics, and language studies. It is expected that repetitive experiences will provide a continuity of motivation throughout the entire zoo experience. In-service training for the teachers involved will be a part of the project. The approximate number of students to be served is 1,050, representing a grade span from Grade 1 through 6, with children from both public and nonpublic schools being served. For further information, contact: Project Director, ESEA Title III, San Diego Unified School District, 4100 Normal Street, San Diego, California 92103. (DAS)

ES 100 053

Therapeutic Educational Center for Severely Emotionally Disturbed Pupils.

San Francisco Unified School District, Calif.
Project Number 14-69-0200
Descriptors: Ancillary Services, Attention Span, *Curriculum Development, *Emotional Adjustment, *Emotionally Disturbed Children, *Individualized Programs, Interpersonal Competence, Resource Centers, Skill Development, *Therapeutic Environment
Twenty severely disturbed children will be provided with an educational experience in a therapeutic milieu with the goal of preparing them, so far as is feasible, to enter the main stream of public education within three years. This objective will be achieved through increasing the competency of these children in such basic functions as memory, attention span, the ability to tolerate limits, and to participate with others in the learning process. After entrance in a regular school, each child should receive a course of individualized instruction to help assure continued progress. It is expected that the therapeutic center will develop as a training resource for those who work with emotionally disturbed children. In order to achieve these goals, the project will provide for: (1) the establishment of a separate physical plant with appropriate equipment and facilities, (2) assignment of a staff to permit a two-to-one staff-to-pupil ratio, (3) the development of curricula and teaching methods, (4) supportive services, including child psychiatry, nursing, psychology, and social work, (5) coordination of community resources, and (6) analysis and dissemination of research findings. The approximate number of students to be served is 20, representing an age span from six through nine years, with children from nonpublic schools only participating. For further information, contact Project Director, ESEA Title III, San Francisco Unified School District, 135 Van Ness Avenue, San Francisco, California 94102. (DAS)

ES 100 054

Program in Creative Movement for Blind Students.

San Francisco Unified School District, Calif.
Project Number 14-69-0201
Descriptors—*Blind Children, *Creative Activities, *Dance, Handicapped Students, *Inservice Teacher Education, Mobility, *Motor Development, Musical Instruments
The primary objective of the project will be to provide for legally blind students a creative-movement program, based on the art form of the dance, so as to afford individual students the necessary physical fitness and specific techniques involved in independent movement and travel. Secondary objectives are: (1) to fully familiarize blind children with the techniques utilized by the sighted which involve bodily expression and movement in everyday living, (2) to provide physical training and body building in creative movement for blind children, (3) to develop a teacher's manual and a course syllabus for replicating the program, (4) to instruct teachers and volunteers in the necessary knowledge and skills to work with blind children in a program of physical movement. The activities planned will include: (1) two two-hour sessions each week, (2) instruction in creative movement through modern dance, (3) exposure to various kinds of music and experience with a variety of percussion instruments. The approximate number of students to be served is 19 totally and/or legally blind students within the San Francisco Unified School District. They represent an age span of from 4 to 18. For further information, contact Project Director, ESEA Title III, San Francisco Unified School District, 135 Van Ness Avenue, San Francisco, California 94102. (DAS)

ES 100 055

Northern San Joaquin Valley Counties Supplementary Education Center.

San Joaquin County Superintendent of Schools, Stockton, Calif.
Project Number 14-69-0202
Descriptors—*Educational Change, *Educational Planning, Educational Problems, *Evaluation, *Student Needs, *Supplementary Educational Centers
The purpose of the project will be to stimulate and assist in planning for the changes in educational practice which are responsive to student needs. The center will engage in these planning functions: (1) determine the nature and availability of center services, (2) identify and study educational problems and learner needs, (3) gather and organize information and research, (4) determine available resources, (5) determine alternate solutions, (6) involve community and educational personnel, (7) plan, develop, and implement programs and projects, (8) evaluate programs and projects, and (9) organize public relations activities. The approximate number of students to be served is 133,000, representing a grade span from kindergarten through Grade 12, with children in both public and nonpublic schools being served. For further information, contact Project Director, ESEA Title III, San Joaquin County Schools, 222 East Weber, Stockton, California 95202. (DAS)

ES 100 056

Partially Integrated Education for the EMR.

Lincoln Unified School District, Stockton, Calif.
Project Number 14-69-0203
Descriptors—Basic Skills, *Educable Mentally Handicapped, *Educational Environment, *Elementary School Students, *Hypothesis Testing, Learning, School Organization, *Secondary School Students, Self Concept
This project is designed to test the hypothesis that educable mentally retarded (EMR) children will profit most from the public school setting when they are partially integrated with normal children. Efforts will be made to: (1) improve the educational environment of the EMR by providing an organization that integrates them with typical children during the school day, (2)

provide an experimental setting in which a new organizational pattern for the education of the EMH might be tested; (3) involve all teachers in a typical school setting in the educational process of the EMH child; (4) develop within the EMH child a stronger self-concept and a more positive learner concept; and (5) improve the basic skills of the EMH. Members of the project staff will work closely with local school districts to disseminate information regarding the project while it is under way. Approximately 30 elementary and secondary school students in public and private schools and 14 staff members engaged in inservice training will participate. For further information, contact Project Director, ESEA Title III, Lincoln Unified School District (San Joaquin County), Courthouse - Room 406, Stockton, California 95202. (CK)

ES 100 057

Planning: Early Identification and Intervention Program.

San Mateo County Superintendent of Schools, Redwood City, Calif.

Project Number 14-69-0211

Descriptors—*Behavior Problems, *Elementary School Students, *Identification, Kindergarten Children, *Learning Disabilities, *Secondary School Students

This project will plan a program that would diffuse within a given county proven techniques of early identification of, and intervention in, cases of learning and/or behavioral disorders. Planning activities will include reviewing techniques and programs being used throughout the nation. A governmental structure appropriate to the diffusion mission of the program will be designed. Approximately 58,800 children in kindergarten through Grade 12 and 1,500 other persons are enrolled in the public and private schools in the area served. For further information, contact Project Director, ESEA Title III, San Mateo County Board of Education, Superintendent of Schools, 590 Hamilton Street, Redwood City, California 94063. (CK)

ES 100 058

San Mateo County PACE Center.

San Mateo County PACE Center, Redwood City, Calif.

Project Number 14-69-0212

Descriptors—Educational Change, Educational Needs, *Educational Planning, *Elementary School Students, *Kindergarten Children, *Secondary School Students, *Supplementary Educational Centers

Under the auspices of this project, a county PACE center will assist local educational agencies in planning the most effective allocation of their resources in order that they may best meet the educational needs of the agencies and communities they serve. To accomplish this goal, the central agency will stimulate awareness of the need for educational change, assist in the evaluation of educational innovations, develop and carry out activities resulting in the diffusion of new programs, and maintain the operation of the PACE center. Approximately 135,000 children in kindergarten through Grade 12 and 1,559 other persons are enrolled in the public and private schools served by the project. For further information, contact Project Director, ESEA Title III, San Mateo County Board of Education, San Mateo County Superintendent of Schools, 590 Hamilton Street, Redwood City, California 94063. (CK)

ES 100 059

Operation of a Tri-County Supplementary Educational Service Center.

Santa Barbara County Schools, Goleta, Calif.

Project Number 14-69-0223

Descriptors—Educational Change, Educational Planning, *Elementary School Students, *Kindergarten Children, Models, *Preschool Children, Private Schools, Public Schools, *Secondary School Students, *Supplementary Educational Centers

A supplementary educational service center will be established to serve the public and private schools of three counties. The objectives of the center are to stimulate planned educational change, to increase the capacity of local school districts for comprehensive planning, and to design and implement a model for diffusion of promising educational practices. The approximate number of participating students and preschool children is 201,000. The students to be served are in kindergarten through Grade 12. For further information, contact Project Director, ESEA Title III, Office of the County Superintendent, Santa Barbara County Schools, 4400 Cathedral Oaks Road, Santa Barbara, California 93105. (CK)

ES 100 060

Santa Clara County Superintendent of Schools Projects to Advance Creativity in Education.

Santa Clara County Office of Education, San Jose, Calif.

Project Number 14-69-0227

Descriptors—*Educational Administration, *Educational Improvement, *Educational Planning, Language Development, *Planning Commissions

This project will demonstrate procedures that will stimulate improvement of education in a county school system. Emphasis will be placed on improving students' language development. In addition, an attempt will be made to improve the planning capabilities of a regional educational planning agency. These capabilities include goal setting, evaluation, cost-effectiveness determination, and program budgeting. The total school enrollment in the geographic area served is 314,999. For further information, contact Project Director, ESEA Title III, Santa Clara County Superintendent of Schools, 70 West Hedding Street, San Jose, California 95110. (CK)

ES 100 061

Swim Success Means School Success.

Santa Clara County Superintendent of Schools, San Jose, Calif.

Project Number 14-69-0228

Descriptors—*Elementary School Students, *Kindergarten Children, *Physically Handicapped, *Preschool Children, *Secondary School Students, *Swimming, Teaching Methods

Identifiers—*Wedde Handiswimmers Program

This project will provide handicapped children in the area served with an opportunity to achieve physical success through the medium of warm-water swimming. Other objectives are to: (1) teach each pupil to swim and enjoy the water, (2) help each pupil gain self-confidence, and (3) affect, in a positive direction, each pupil's success in formal school activities. The Wedde Handiswimmers program of swimming instruction will be employed on a community scale to achieve the stated objectives. Both professional supervision and volunteer instruction will be used in the program. Two of the most significant features of the instructional techniques are a one-to-one pupil-instructor ratio for beginners, and the direct support of the beginning swimmer by the instructor's hands. Approximately 700 preschoolers and children in kindergarten through Grade 12 will participate in the project. For further information, contact Project Director, ESEA Title III, Santa Clara County Superintendent of Schools, 70 West Hedding Street, San Jose, California 95110. (CK)

ES 100 062

Developing a Comprehensive Program for Handicapped Secondary School Students in an Educational Park.

San Jose East Side Union High School District, Calif.

Project Number 14-69-0235

Descriptors—Academically Handicapped, Classroom Integration, *Comprehensive Programs, *Educational Parks, *Handicapped Students, Job Training, *Mental Retardation, Physically Handicapped, *Secondary School Students, Special Education

A program in a multiagency community center will be a comprehensive program of education for mentally retarded, educationally handicapped, and physically handicapped secondary school students. The project will seek to: (1) determine the feasibility of a job training center for handicapped students, (2) determine the extent to which handicapped students can be integrated into the total life of the school, (3) determine the feasibility of regionalizing the program to serve neighboring districts, (4) gather data on successful programs in other districts, (5) develop educational specifications, (6) establish criteria for the identification and classification of handicapped students, (7) determine the number of such students to be served,

and (8) determine the number of special education personnel needed. Procedures that will be followed include (1) obtaining commitments from selected community agencies for contributions to a job-training center, (2) consulting with specialists to determine specific phases of the program to be centralized in the educational park, (3) developing an in-service program for classroom teachers for integrating handicapped students into the total school life, (4) establishing a task force of special education supervisors, and (5) reviewing the materials from successful programs and making on-site visits to selected districts. The approximate number of students to be served is 600, covering a grade span from Grade 7 through 12 in public schools. For further information, contact: Project Director, ESEA Title III, East Side Union High School District, 12660 N. Capital Avenue, San Jose, California 95133. (DAS)

ES 100 063

An Educational Program for the Young, Multi-handicapped Child.

San Jose Unified School District, Calif.
Project Number 14-69-0242
Descriptors—*Consultation Programs, *Handicapped Children, *Individualized Instruction, *Paraprofessional School Personnel, *Resource Teachers

The objective of the plan will be to establish a county-wide education facility for the multihandicapped child. The proposed goal will be intensive educational programming in order to bring about successful student placement into appropriate classes of the various school districts. Activities will necessitate a highly individualized approach, structured to maintain a strict one-to-one instructor-student ratio. The curriculum will be tailored to emphasize the techniques and services uniquely appropriate to the multihandicapped individual. To reduce the costs, maximum use will be made of qualified aides, volunteers, and college students. Under the supervision of credentialed personnel, the activities of the program will be developed through consultation with a wide core of specialists. The activities key is that of (1) accurate diagnosis, and (2) implementing the coordinated efforts of school and community resources. An undetermined number of students will be served. They include a cross-section of all age groups with referrals from both public and nonpublic schools. For further information, contact: Project Director, ESEA Title III, San Jose Unified School District, 1605 Park Avenue, San Jose, California 95114. (DAS)

ES 100 064

Family Communication Institute.

Santa Cruz County Board of Education, Calif.
Project Number 14-69-0248
Descriptors—*Behavior Problems, *Delinquency Prevention, *Family Counseling, *Intervention, Parent Child Relationship, *Parent Counseling

This program is designed to attack the problem of the young child whose behavior suggests the need for family therapy. Specifically, the program will place emphasis upon the following: (1) the treatment of predelinquent children under the age of nine, (2) the application of an intervention methodology known as "Family Therapy," so as to provide the parents with the skills and understanding needed to cope with behavior disorders of the young, (3) to provide direct and consultant services to the public and private schools, (4) to provide in-service training to public and private agencies, (5) to demonstrate the effectiveness of "Family Therapy" in behavioral terms of measurable changes in behavior and in the parents ability to deal with maladaptive behavior, and (6) to compile and disseminate project results. Approximately 25,533 public school students will participate in the project representing pre-kindergarten through Grade 6. For further information, contact: Project Director, ESEA Title III, Santa Cruz County Office of Education, Santa Cruz County Governmental Center, 701 Ocean Street, Room 200, Santa Cruz, California 95060. (DB)

ES 100 065

Service Center for Handicapped Children.

Shasta County Superintendent of Schools, Reading, Calif.
Project Number 14-69-0253
Descriptors—Demonstration Programs, *Diagnostic Teaching, Guidance, *Handicapped Children, *Information Dissemination, *Parent Participation, Referral, Skills, *Specialists

A diagnostic and prescription center will be established for school age handicapped children. Objectives of the center will be to: (1) diagnose and prescribe treatment for all referral cases, (2) store and retrieve relevant data, and (3) provide support for classroom teachers in the development of skills required to teach handicapped children. A program will be provided for parents of known handicapped children to enable them to carry out prescribed courses of treatment in an effort to develop in each child school-entry skills. Specialist teams, capable of diagnosing, prescribing, administering, and instructing, will work with teachers and parents to assist them in acquiring the skills necessary for meeting the needs of handicapped children. The center will have the capabilities for collecting, analyzing, storing, and disseminating data on the handicapped children within the regional service area. The approximate number of children to be served is 260, covering a grade span of prekindergarten through Grade 12, with children in both public and nonpublic schools participating. For further information, contact: Project Director, ESEA Title III, Shasta County Superintendent of Schools, Room 105, Courthouse, Reading, California 96001. (DAS)

ES 100 066

Vocational Guidance to Handicapped Students.

Siskiyou County Superintendent of Schools, Yreka, Calif.
Project Number 14-69-0254
Descriptors—*Cooperative Programs, Elementary School Students, *Guidance Personnel, *Handicapped Children, *Occupational Guidance, Preschool Children, *Rural Areas

To meet the needs of handicapped children in rural communities, it is proposed to: place guidance personnel at a more intimate level with elementary school personnel, introduce faculties to a variety of ways to utilize guidance workers, avoid the use of psychologists and guidance personnel at a crisis level. A "floating" guidance worker, who will be assigned to a specific geographic area, will undertake the responsibility for a specific number of small elementary schools, becoming acquainted with professional staff, community, and students. Emphasis will be placed on handicapped students in Grades 7 and 8 and on preschool handicapped children. The approximate number of students to be served is 88, covering a grade span from pre-kindergarten through Grade 12, with children from public schools only participating. For further information, contact: Project Director, ESEA Title III, Siskiyou County Superintendent of Schools, Courthouse, Yreka, California 96097. (DAS)

ES 100 067

Prevocational and Occupational Education for Educable Mentally Retarded Students.

Modesto City Schools, Calif.
Project Number 14-69-0262
Descriptors—*Activity Learning, *Junior High School Students, *Mentally Handicapped, *Prevocational Education, Study Centers, *Vocational Education

This project will develop a new vocationally oriented curriculum for seventh and eighth grade educable mentally retarded students. They will be exposed, in nine-week sessions, to eight separate prevocational activity areas. These activities will provide practice in certain specific and necessary skills. At the close of the two-year experience, the students should be able to assess their likes and dislikes about vocational areas along with their strengths and disabilities as they relate to the demands of selected job areas. The students should then be able to begin preparing themselves for more intensive vocational training at the high school level. The approximate number of students to be served is 108 seventh and eighth graders from the public schools. For further information, contact: Project Director, ESEA Title III, Modesto City Schools, 426 Locust Street, Modesto, California 95351. (DAS)

ES 100 068

ADAPT Supplementary Educational Center.

Tulare County Dept. of Education, Visalia, Calif.
Project Number 14-69-0266

Descriptors—*Action Research, *Educational Innovation, *Educational Planning, Information Dissemination, Inservice Teacher Education, *Program Evaluation, *Supplementary Educational Centers

The objectives of the proposed center are: (1) the diffusion of information concerning funding for innovative programs; (2) the continuing assessment of educational needs; (3) encouragement of the development of improved solutions to high priority problems; (4) assistance in the implementation of the action programs developed as solutions to selected problems; (5) support of early adopters of innovations; and (6) determination of the effectiveness and efficiency of center activities. Procedures to be followed in achieving the stated objectives will be: (1) dissemination of pertinent information; (2) continuing assessment of need; (3) stimulation of the planning process through the training of planners; (4) implementation of solutions through the in-service training of personnel and the development of evaluation procedures; (5) reinforcement of the awareness of new ideas; and (6) evaluation of the effectiveness and efficiency of the center through a monitoring system and periodic evaluation. The approximate number of students to be served is 128,987, covering a grade span from kindergarten through post-secondary, with children from public schools only participating. For further information, contact Project Director, ESEA Title III, Office of the Tulare County Superintendent of Schools, 202 County Civic Center, Visalia, California 93277. (DAS)

ES 100 069

Title III Supplementary Educational Center (PACE).

San Francisco Unified School District, Calif.

Project Number 14-69-0282

Descriptors—Community Involvement, Educational Change, Educational Needs, Educational Planning, *Elementary School Students, Interagency Cooperation, *Kindergarten Children, *Preschool Children, *Secondary School Students, *Supplementary Educational Centers

This project is designed to develop and organize a supplementary educational planning center as a planning arm of a school district to initiate educational change in public and nonprofit private schools within the area served. Supplementary aims are to: (1) carry on a continual educational needs assessment; (2) organize and utilize task force teams to formulate solution strategies for educational problems defined; (3) utilize the Community Organization Process as a discipline and a means to involve citizens groups as they relate to educational needs; and (4) apply needs analysis and research information to the design of educational projects that can be implemented and funded from one or more financial sources. Project proposals will be written; staff members of the center [illegible] in community activities; and close com- [illegible] with teacher and administrative professional organizations. Approximately 1,200 preschoolers, 9,800 kindergartners, 111,000 students in Grades 1-12, and 26,500 other people are enrolled in the public and private schools served by the project. For further information, contact Project Director, ESEA Title III, San Francisco Unified School District, 135 Van Ness Avenue, San Francisco, California 94102. (CK)

ES 100 070

Northern Colorado Outdoor Nature Center.

Colorado State Univ., Ft. Collins

Project Number 15-69-0011

Descriptors—Community Recreation Programs, Curriculum Development, *Elementary School Students, *Higher Education, *High School Students, Inservice Teacher Education, Interinstitutional Cooperation, *Junior High School Students, *Outdoor Education, Recreational Facilities

Planning of a program and designing a facility for an effective outdoor nature feasibility laboratory for Northern Colorado are proposed in this project. Local public and private schools and one area college and one area university will participate in the program. Emphasis will be placed on the elementary grades. Informal educational agencies such as local 4-H Clubs will also be involved. An 80-acre tract of land, made available through the participating university, will be used as the outdoor education facility. Approximately 593 children in Grades 1-6 and 50 adults will directly benefit from the activities offered. The program will provide for effective curriculum development in the area of outdoor science and will furnish guidelines for inservice training of science teachers and natural resource managers and for cooperation among elementary, secondary, and higher education personnel with respect to outdoor education. For further information, contact Project Director, ESEA Title III, 317 South College Avenue, Fort Collins, Colorado 80521. (CK)

ES 100 071

Focus on Preschool Developmental Problems.

El Paso County School District 11, Colorado Springs, Colo.

Project Number 15-69-0014

Descriptors—Child Development, *Educational Diagnosis, *Inservice Teacher Education, *Kindergarten Children, Language Skills, Medical Evaluation, Parent Participation, Perception, *Preschool Children, *Therapy

A flexible diagnostic and therapeutic program for preschool and kindergarten children who show symptoms of lagging or abnormal development is proposed. Approximately 120 kindergartners and 13 teachers undergoing in-service training will benefit from the program. Focus will be placed on an educational approach to the child's development in auditory perception, language skills, visual perception, visual motor skills, and social adaptability. Educational procedures will be employed in cooperation with medical information in the diagnosis, with the therapy plan evolving directly from the diagnostic information. As the parents are key figures in the entire procedure, they will be actively included in all phases of it. Special training classes will be conducted for children with more serious problems whose needs cannot be met through home training alone. For further information, contact Project Director, ESEA Title III, 1115 North El Paso Street, Colorado Springs, Colorado 80903. (CK)

ES 100 072

Handicap Education and Recreational Therapy (H.E.A.R.T.).

Southeast Metropolitan Board of Cooperative Services, Denver, Colo.

Project Number 15-69-0016

Descriptors—Camping, *Elementary School Students, Environmental Research, *Handicapped Children, *Kindergarten Children, Outdoor Education, Parent Participation, Recreational Activities, *Secondary School Students, *Summer Programs

Project H.E.A.R.T. is designed to find ways in which handicapped children may be beneficially integrated into activities offered in the regular school program. The project will operate during the summer and is designed to expose these children to experiences unavailable to them during the school year. Approximately 110 children in kindergarten through Grade 12 who have emotional, physical, or other handicaps will participate. The program will last five weeks, and its curriculum will include camping activities, a cultural and recreational program, trips and special visits, and development of leadership qualities. Four weeks will be spent at a day center location, and one week at an Outdoor Lab School, where the emphasis will be on outdoor education. The effects of environment on behavior will also be studied in order to help teachers design educational settings that will ameliorate the children's progress in school. Parents and teachers will attend individual counseling sessions. For further information, contact Project Director, ESEA Title III, 2450 South Wabash Street, Denver, Colorado 80222. (CK)

ES 100 073

IMPROVE.

Derby Board of Education, Conn.

Project Number 16-69-1002

Descriptors—Demonstration Centers, *Elementary School Students, *Improvement Programs, Individual Development, Inservice Teacher Education, *Kindergarten Children, *Preschool Children, *Secondary School Students

The goals of this project are to: (1) provide an opportunity for all children to develop talents and potential to the highest possible degree; (2) develop techniques

for acceleration and remediation approaches to the individual (3) give children a chance to be themselves and to progress at their own speed within the framework of their own abilities and (4) to provide an opportunity for a demonstration center to be developed through the in-service training program for elementary and secondary teachers in the area served. A qualified full-time person will be hired for the planning period to assist as follows: (1) visit each community to survey the needs of the area, (2) spend time in other towns where programs and demonstration projects are now offered, (3) coordinate teacher visits to demonstration centers in other towns, (4) evaluate programs in operation in each of the four communities served and offer follow-up suggestions for coordination and improvement, and (5) help teachers in these communities by planning in-service training programs within each town. Approximately 175 preschoolers and schoolchildren in kindergarten through Grade 12, 16 staff members engaged in in-service training, and 490 other persons will participate in the project. Both public and private schools will be served. For further information, contact Project Director, ESEA Title III, Derby Board of Education, 9 Garden Place, Derby, Connecticut 06418. (CK)

ES 100 074

Hartford 74: A Planning Proposal.
Hartford City Board of Education, Conn.
Project Number 16-69-1003
Descriptors—Community Involvement, *Educational Change, Educational Planning, *Elementary School Students, *Kindergarten Children, Models, *Preschool Children, *Secondary School Students, Urban Education

This project will (1) organize and conduct a short, intensive planning program to design a model for instituting educational change in an urban center, and (2) develop the basic plans needed to implement the model over a 5-year period. Activities and procedures include: (1) the employment of a small team to facilitate planning efforts, (2) development of a program of broad-based community involvement in the planning, (3) the design of the comprehensive model for urban change, and (4) preparation of the plans for operating the model in the area served. Approximately 33,000 preschoolers and schoolchildren in kindergarten through Grade 12 and 3,700 other persons are enrolled in the schools that will benefit from the project. For further information, contact Project Director, ESEA, Title III, Hartford Board of Education, 249 High Street, Hartford, Connecticut 06103. (CK)

ES 100 075

Academic Games.
Hartford City Board of Education, Conn.
Project Number 16-69-1004
Descriptors—Cocurricular Activities, Consultants, Curriculum Development, *Educational Games, *Inservice Teacher Education, Pilot Projects, *Secondary School Students, *Simulation, *Student Motivation, *Urban Education

This project is designed to: (1) build a comprehensive structure for the teaching and motivating of inner-city youngsters through a program of competitive simulation games, (2) develop a nucleus of teachers equipped to train other staff members in the use of academic games in various subject areas and at all grade levels, (3) produce pilot subject matter units especially designed to meet the needs of children in a wide variety of classifications, (4) establish a model for the curricular and extra-curricular participation of a city school system, and later its suburban neighbors, in a program of competitive academic games, and (5) investigate the several effects of the program on both the learner and his school environment. Activities and procedures include the: (1) employment of two nationally known university consultants who will train a corps of teachers in the use of games at the classroom level, (2) construction by these teachers of specific game-oriented instructional units for use in the classroom, (3) expansion of the program to other grade and subject areas, so as to provide a broad-base for the inauguration of intra-class competition, (4) development of the on-going program of suburban-urban competition, culminating by student participation in the International Academic Olympics. Approximately 1,200 public school children in Grades 7-12 will participate in the project. For further information, contact Project Director, ESEA, Title III, Hartford Board of Education, 249 High Street, Hartford, Connecticut 06103. (CK)

ES 100 076

Northwestern Voluntary Area Services Center.
Unionville Regional School District 10, Conn.
Project Number 16-69-1005
Descriptors—*Elementary School Students, *Secondary School Students, *Supplementary Educational Centers

This project is designed to determine if an area educational services center can function successfully and efficiently. To answer this question, it will be necessary to find out whether the superintendents of the 20 or more school districts in the area would support the idea of such a center and provide the enthusiasm to convince their boards of education that such services are needed, and that they can be paid for with only small funding from other sources. The services to be provided include psychological, curriculum, multimedia, and special education. A survey will be conducted to assess the amount of support that can be expected from school administrators. Several conferences with outside "area services center" personnel would have to be followed by travel-time studies, a determination of grade level district enrollments, and board meeting discussion before a concensus could be reached as to eventual procedure. Approximately 35,000 elementary and secondary school students would be served by the center. For further information, contact Project Director, ESEA Title III, Regional School District #10, 30 Center St., Torrington, Conn. 06790. (CK)

ES 100 077

The Sea Beside Us.
Milford Special School District, Del.
Project Number 17-69-0001
Descriptors—*Conservation Education, *Elementary School Students, *Inservice Teacher Education, *Marine Biology, *Secondary School Students, Summer Programs

This project is designed to: (1) make students and teachers aware of the flora and fauna in a nearby estuary needing conservation and preservation, (2) give them an understanding of the various forces affecting marine life, (3) acquaint the citizenry with the socioeconomic ramifications of marine biology, and (4) increase appreciation for the sea. To achieve these goals a properly equipped marine biology room will be established in the school district served; teachers and students in Grades 1-12 will be encouraged to visit this room; trips will be made to the nearby shores of a bay and to the Atlantic Ocean for first-hand observation and study; an in-depth study will be conducted by teachers and students in a summer program in cooperation with an area university; and in-service programs for teachers of the sciences will be operated in connection with schools of higher education. Approximately 38,000 public and private school students will participate in the project. For further information, contact Project Director, ESEA, Title III, Board of Education, Milford Special School District, Lakeview Avenue, Milford, Delaware 19963. (CK)

ES 100 078

Normalization in Special Education.
Marshallton Consolidated School District, Wilmington, Del.
Project Number 17-69-0004
Descriptors—Academic Achievement, *Curriculum Planning, *Elementary School Students, *Handicapped Children, *Special Education, *Teaching Methods

This project will focus on: (1) the strengthening and elaboration of a special education program, (2) the planning of curricula and methodology for reaching higher achievement levels for handicapped children, and (3) the sharing of such curricula and methodology between special and regular classes. These activities will be implemented by adding to the six-member professional staff a home-school coordinator, teacher aides, and a secretary, by the frequent use of field trips and special instructional materials, by the mobilization of ancillary personnel, and by instruction and

research oriented evaluation. Approximately 75 public school children in Grades 1-6 and 37 staff members engaged in in-service training will participate in the project. For further information contact Project Director, ESEA Title III, Marshalliton Consolidated School District, 1703 School Lane, Wilmington, Delaware 19803. (CK)

ES 100 079

Open Access School In-Service Center (OASIS).
Newark Special School District, Del.
Project Number 17-70-0003.
Descriptors—*Cluster Grouping, *Curriculum Development, *Experimental Programs, *Inservice Teacher Education, Middle Schools, *Student Participation, Teacher Role, Teaching Techniques.
A middle school program called Open Access will be converted into a state center for experimentation. This will be effected in order to: (1) establish a dissemination center for the development of teaching techniques and strategies; (2) identify and develop emerging new teacher roles; (3) establish and improve a cooperative working relationship between three of the pillars of education in Delaware—the University of Delaware, the State Department of Education, and the local school districts; (4) further develop and implement a total curriculum revision for the middle school; (5) maintain and continue the Sequences of Success Project for its third year and final evaluation. The emphasis of the program will be to include the student, with his ideas, imagination, and curiosity, as a full-fledged team member with a professional teacher, and to make all the resource materials available to him. The curriculum will be broken into short-term clusters, allowing for personal choice by the student. Seven-week in-service training programs will be set up for teachers, who will function first as an aide, then as a co-developer of curriculum, and finally as a teacher of the program. Approximately 770 public school students and 180 private school students, representing Grades 1 through 12, will participate in the project, as will 112 public school staff and 8 private school staff members. For further information, contact Project Director, ESEA Title III, Newark Special School District, 83 East Main Street, Newark, Delaware 19711. (DB)

ES 100 080

Experimental Educational Environment.
Newark Special School District, Del.
Project Number 17-70-0004.
Descriptors—*Behavior Change, Curriculum Evaluation, *Educable Mentally Handicapped, *Educational Environment, Individualized Instruction, *Inservice Teacher Education, *Special Education.
A contingency managed classroom will be established and demonstrated. Within this framework, contingency management procedures will be demonstrated and disseminated. Solutions to problems concerned with the education and care of the mentally retarded and emotionally disturbed students will be sought, and the role of the teacher in contingency management will be investigated and defined. A demonstration class at the University of Delaware's Educational Psychology Center will be utilized as a state center for the development of the procedures. Selected teachers from cooperating school districts will participate in the program. Analysis of the procedures will be made, and the results published. Approximately 1,592 public school students in Grades 1 through 6 will be served by the project, and the staff will number 550. For further information, contact Project Director, ESEA Title III, Newark Special School District, 83 East Main Street, Newark, Delaware 19711. (DB)

ES 100 081

A Dissemination Center for Training Teachers in the Techniques of a Language Experience Approach to Reading.
Seaford Special School District, Del.
Project Number 17-70-0006.
Descriptors—*Elementary School Students, *Information Dissemination, *Inservice Teacher Education, Language Arts, *Reading Instruction, *Supplementary Educational Centers, Teaching Techniques.
Elementary schoolteachers will be trained in the language-experience approach to initial reading instruction by bringing them into a dissemination center to work for 6 weeks with a highly trained teacher. Papers on the six phases of the language-experience reading program will be disseminated. These papers will include both theory and lessons for putting the program into practice, and will be written during the summer of 1969. The material will be available to a visiting teacher before her training at the center, while she is being trained, and after she returns to her own classroom. The ultimate objective of the dissemination, but one which will not be measured by this project, is to help children read better. During the school year, the school district will offer certain of its first grade classes as training centers for first grade teachers in the county. Approximately 1,780 public and private school students in Grades 1-6 and 38 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, Seaford, Delaware Place, Seaford, Delaware 19973. (CK)

ES 100 082

Rubella Children; Complete School Programs (Pilot Project).
District of Columbia Public Schools, Washington, D.C.
Project Number 18-69-0530.
Descriptors—*Aurally Handicapped, Handicapped Children, *Kindergarten Children, *Language Development, *Preschool Children, Rubella, Special Education, *Visually Handicapped.
Approximately 6 preschoolers and 12 kindergartners who have been adversely affected by Rubella and are suffering from multiple handicaps that impede their learning, particularly their language development, will be identified, evaluated, and provided with services. Specifically, those victims with hearing and vision defects will be identified and enrolled in special classes. These classes will serve to: (1) prevent hearing or visual loss from having an adverse effect on the child's total personality; (2) provide the earliest, most skilled instructional program possible giving the handicapped child opportunities at least equal to the nonhandicapped child; (3) prevent an unnecessary lag in language development through early training and education. These classes will become an integral part of the area schools, and will accelerate the child's preparation for participation in regular classes. Approximately 50 public and private school staff members engaged in in-service training will participate in the project. The children who will be served are not presently enrolled in any school. For further information, contact Project Director, ESEA Title III, District of Columbia Public Schools, 415 12th Street, N.W., Washington, D.C. 20004. (CK)

ES 100 083

Mentally Retardates: Training Adaptive Behaviors.
District of Columbia Public Schools, Washington, D.C.
Project Number 18-69-0540.
Descriptors—*Behavioral Objectives, *Elementary School Students, *Individual Instruction, *Mentally Handicapped, Operant Conditioning, Pilot Projects, *Special Education.
A special education program for approximately nine severely mentally retarded (SMR) children of elementary school age (Grades 1-6) was conducted on a pilot basis in a Developmental Center for Special Education. These children were exposed to a daily schedule of learning and recreational activities with attention being paid to the problems of hyperactivity and incontinence. The children had been excluded from the conventional school setting because of problem behavior, lack of toilet training, or inability to take care of other personal needs, rather than because of inability to profit from training and instruction. It is felt that trial placement in an intake class should be established as part of the total plan for SMR children. This class will be provided for children who otherwise are excluded from school, and will involve close relationship between school and home, utilizing effective techniques to modify pertinent behaviors. All instruction will be individually programmed so that, as soon as possible after positive change in behavior is effected, the child will be eligible for regular SMR class placement. The teacher will be chosen on the basis of training and experience with the SMR. An aide will be assigned to assist in supervising and attending to personal needs of the children. The principle used in establishing adaptive behavior will be that of operant

conditioning. Approximately 100 staff members engaged in in service training will participate in the project. For further information, contact Project Director, ESEA Title III, District of Columbia Public Schools, 415 12th Street, N.W., Washington, D.C. 20004. (CK)

ES 100 084

Comprehensive Education for Multiply-Handicapped Deaf Children.

Kendall School for the Deaf, Washington, D.C.

Project Number 18-69-0550

Descriptors—Communication (Thought Transfer), *Curriculum Guides, *Deaf Children, *Elementary School Students, *Multiply Handicapped, Physical Therapy, *Special Education

A pilot program to develop curriculum guidelines for the multiply-handicapped deaf child will be conducted. Close coordination will be maintained between the children's homes and school in order to help facilitate teacher-parent communications, implement teacher recommendations for educational activities in the home, and improve communication between parents and their children. Attempts will be made to improve the coordination and body movement skills of the children, particularly those with cerebral palsy involvement, through the utilization of physical therapy. An educational specialist will observe and document daily classroom activities and will formulate the guidelines from these observations. A trained social worker will be employed full-time to work with the children and to conduct home visits. A physical therapist will work with the children on an individual and group basis. Approximately 30 public school children in Grades 1-6 will participate in the project. For further information, contact Project Director, ESEA Title III, Kendall School for the Deaf, Gallaudet College, 7th and Florida Avenues, N.W., Washington, D.C. 20002. (CK)

ES 100 085

Developing Linguistic and Conceptual Ability in Aphasic Children.

District of Columbia Public Schools, Washington, D.C.

Project Number 18-69-0560

Descriptors—Adult Education, *Concept Formation, *Elementary School Students, Evaluation Techniques, Inservice Teacher Education, *Language Development, *Speech Instruction, *Verbal Ability

Identifiers—*Aphasic Children

A comprehensive instructional program for the nonverbal "aphasic" child with stress on language development will be undertaken. A laboratory-classroom situation will be available for in-service training of teachers. Using the Leiter International Scale, the children will be evaluated initially for general level of intellectual development. Later, they will be evaluated for receptive and expressive speech ability and visual perception. Medical and audiological testing will be completed prior to each child's admission to the program. To develop each child's speech ability, two approaches will be used as follows: (1) The child will be taught to listen to, repeat, write, feel, and read each individual phonetic element of a word, discriminate sounds from each other, and combine them before a series of sounds is applied to a picture or object. (2) The child will be involved in a great deal of manipulation of objects and in repetition of words and sentences containing these words. Using the example of "ball," many sized and colored balls will surround the child. He will roll, bounce, throw, and feel them while the teacher repeats short sentences containing the word "ball." Approximately 140 adults enrolled in public and private schools, six elementary school-age children not enrolled in any school, and an undetermined number of staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, Public Schools of the District of Columbia, 415 12th Street, N.W., Washington, D.C. 20004. (CK)

ES 100 086

Services for Emotionally Disturbed Children.

Sarasota County Board of Public Instruction, Sarasota, Fla.

Project Number 19-69-5802

Descriptors—*Behavior Change, *Educational Environment, *Elementary School Students, *Emotionally Disturbed Children, *Individualized Instruction, Inservice Teacher Education, Parent Participation

Emotionally disturbed children who are not able to participate in a regular classroom environment will be provided with a multifaceted educational program. In addition to providing successful educational experiences for the children, the program will also contain behavior modification provisions, broad consultation to teachers, parents, and community through utilization of psychoeducational teams, and continuous in-service training to county school personnel. It will also provide a highly flexible, individualized program for each child by utilization of a modividual curriculum. Prior to admission to the program, each child will be administered a series of psychological and achievement evaluations. Through consultation with all individuals concerned, the children's proper placement within the program, the type and extent of individualized services needed by the child, and the child's readiness to return to the regular classroom on a full-time basis will be determined. Approximately 949 students, both public and nonpublic, will be served by the project, representing a grade span of from kindergarten through Grade 12. For further information, contact Project Director, ESEA Title III, Sarasota County Board of Public Instruction, 2418 Hatton Street, Sarasota, Florida 33577. (DB)

ES 100 087

Project "ADDED" Developmental Design for Educating the Emotionally Disturbed.

Hillsborough County Board of Public Instruction, Tampa, Fla.

Project Number 19-69-2902

Descriptors—*Emotionally Disturbed Children, Individualized Programs, Inservice Programs, *Interdisciplinary Approach, Program Design, *Psychoeducational Processes, *Resource Teachers, *School Community Cooperation, Small Group Instruction, Surveys

A program of an interdisciplinary nature will be designed and implemented in order to meet the needs of emotionally disturbed children. The program will be preceded by a survey of the school population to determine the local incidence rate and to estimate the areas of need. Activities will include: (1) in-service education programs for all related staff, (2) designation of a program supervisor to coordinate and correlate all service for the emotionally disturbed and to serve as intra- and inter-county liaison for school community programs, (3) provision of all equipment and materials required, (4) county-wide resource teacher-consultants, (5) regular school-based resource room programs on an individual and small-group basis, (6) special school programs of scholastic rehabilitation on a small-group basis, (7) residential school programs of scholastic rehabilitation on a small-group basis, (8) teacher-aide services to assist scholastic rehabilitation teachers, (9) school social work services for children in the resource room programs, and (10) clerical assistance to handle the necessary work of the operational program. The approximate number of students to be served is 260, covering a grade span from pre-kindergarten through Grade 12, with children from both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, Hillsborough County Public Schools, P.O. Box 3408, Tampa, Florida 33601. (DAS)

ES 100 088

Columbia EMR Work-Study Program.

Columbia County Board of Public Instruction, Fla.

Project Number 19-69-1203

Descriptors—*Educable Mentally Handicapped, Job Training, *Mental Retardation, Prevocational Education, *Remedial Instruction, *Vocational Education, Vocational Followup, *Work Experience Programs

A work study program will be provided for educable mentally retarded high school students in areas related to occupational, social, and personal adequacy. Specific objectives will be: (1) increased prevocational knowledge and skills related to securing employment, (2) development of skills in certain vocational areas for which opportunities exist through actual work experience in the community, (3) increased competency in communications and numerical skills, (4) improved social skills and understanding of citizenship responsibilities, (5) improved personal adequacy through the development of good grooming, health, and safety habits, and (6) improved performance in practical family-living activities. Prevocational and remedial ac-

tivities will be followed by part-time work experience within the school system and half-time work experience in the community. Placement in full-time jobs and a continuous follow-up will take place, and the possibility of a cooperative program with the Vocational Rehabilitation unit of the State Department of Education will be explored. The approximate number of students to be served is 45 in Grades 7 through 12. For further information, contact Project Director, ESEA Title III, Columbia County Board of Public Instruction, P. O. Box 1148, Lake City, Florida 32055. (EJS)

ES 100 089

Continuous Progress for Handicapped Youngsters.
Calhoun County Board of Public Instruction, Blountstown, Fla.
Project Number 19-69-1303
Descriptors—Curriculum Development, *Elementary School Students, *Handicapped Students, Individualized Instruction, *Inservice Teacher Education, *Mentally Handicapped, *Physically Handicapped
Identifiers—Carr School
A model program for handicapped students in a rural school environment will be provided. Specific program areas include the development of a means for identification of children with handicaps prior to their entry into school; the development of curriculum and schedules to meet the individual needs of the students; and in-service training of teachers. A comprehensive plan will effected, which will include pupil screening, referral, evaluation, admission, and placement, together with organized teacher recruitment, in-service training, and adequate classroom construction. Types of handicapped students to be served by the program are mentally retarded, speech impaired, crippled, hard of hearing, visually handicapped, and seriously emotionally disturbed. Approximately 42 public school students will participate in the project, representing a grade span of from kindergarten through Grade 12. For further information, contact Project Director, ESEA, Title III, 314 East Central Avenue, Blountstown, Florida 32424. (DB)

ES 100 090

A Regional Program for Handicapped Children.
White County Board of Education, Cleveland, Ga.
Project Number 20-69-0014
Descriptors—Education Service Centers, *Exceptional (Atypical), *Handicapped Children, *Paraprofessional School Personnel, Regional Programs, Special Education, Teacher Aides
The implementation of a regional program for handicapped children will provide a model that could be adopted state-wide as well as provide for the development of a corps of trained paraprofessionals to perform under supervising teachers. The role of these paraprofessionals will be cooperatively determined by presently employed special education teachers and the staff of the educational services center. The paraprofessionals will receive specific on-the-job training prior to being assigned to the 28 participating school systems. In-service training of local school faculties will also be provided by the educational services center staff. The approximate number of students to be served will be 15,000, in kindergarten through Grade 12 in public schools. For further information, contact Project Director, ESEA Title III, Ninth District Educational Services Center, P. O. Box 548, Cleveland, Georgia 30528. (EJS)

ES 100 091

Experiences in Living History
Muscogee County School District, Columbus, Ga.
Project Number 20-69-0015
Descriptors—*American History, Cultural Enrichment, Curriculum Development, *Inservice Teacher Education, *Museums, Resource Centers, Study Centers, *United States History
This project will provide an in-service teacher education program in which selected periods and aspects of United States history will be presented in order to increase the teachers knowledge and understanding of the cultures. The training will be accomplished through (1) involvement in the development of strategies in which the teacher becomes an informed facilitator, guide, and resource person, (2) awareness on the teacher's part of the research methods requisite to obtaining the needed information, (3) the cooperative development of resource materials adaptable to individual classrooms and students, and (4) the incorporation of this total experience in the curriculum of the participating school systems. Cooperation with local history-oriented, nonprofit educational corporations will be a part of this program. The approximate number of students to be served is 4,777, both public and nonpublic, in Grades 7 through 12. For further information, contact Project Director, ESEA, Title III, Muscogee County School District, 1200 Bradley Drive, Columbus, Georgia 31906. (EJS)

ES 100 092

LISPRO.
Clinch County Board of Education, Homerville, Ga.
Project Number 20-69-0016
Descriptors—Applied Music, *Cultural Enrichment, *Curriculum Development, Humanities, Music Appreciation, *Music Education, Music Facilities
The dual purposes of this planning proposal will be (1) to plan a consumer-oriented music curriculum that will provide sequential musical experiences with an underlying emphasis on listening, and (2) to determine ways and means to bring the program to an area with limited access to cultural activities and enrichment due to geographic isolation and economic deprivation. The program will be accomplished by defining and clarifying the skills necessary for musical education of the consumer through the study and evaluation of available research, visiting programs already in operation, consultation with experts in the field, a survey of available materials, and the formulation of a written sequential curriculum guide with emphasis on the aural approach. The approximate number of students to be served is 1,086 in Grades 1 through 6 in public schools. For further information, contact Project Director, ESEA Title III, Clinch County Board of Education, Homerville, Georgia 31634. (EJS)

ES 100 093

Thomasville Education Master Planning Operation (TEMPO).
Thomasville Board of Education, Ga.
Project Number 20-69-0017
Descriptors—Administration, Educational Planning, *Handicapped Children, *Master Plans, *Planning Commissions, *Remedial Instruction, *Special Education
The development of a master education plan will allow for an on-going comprehensive planning unit for the school system. Through preschool to postschool planning, the program will provide for (1) a reduction in the debilitating effects of poverty, (2) reduction in the number of dropouts, (3) individual differences between students, (4) special programs for handicapped students, and (5) preventive and remedial educational programs. An Educational Goals Commission will be appointed to establish and define goals which will lead to methods and procedures to be utilized in providing for integration of the school system and to provide the needed professional leadership in curriculum, buildings, and the individual needs of students. A total of 6,302 students will be served, including 4,752 public school students presently enrolled in Grades 1 through 12. For further information, contact the Project Director, ESEA Title III, 915 Moultrie Road, P. O. Box 996, Thomasville, Georgia 31792. (EJS)

ES 100 094

Speech and Language Development.
Houston County Board of Education, Perry, Ga.
Project Number 20-69-0018
Descriptors—Aural Learning, *Aurally Handicapped, Hearing Therapy, *Language Skills, *Multisensory Learning, *Speech Skills, *Teacher Aides
Therapy for speech and language handicapped students will be provided and teachers will be trained to recognize speech and language problems and to provide follow-up instruction and support in therapy programs. Three specially equipped mobile vans will be purchased to serve 17 participating schools. Each van will be staffed by one certified speech therapist and one speech therapy aide. In addition, one teacher aide will be hired for each of the 17 schools. These aides will prepare, at the direction of the teachers or therapists, materials for the use of those students in

therapy schedule the students for therapy and assist teachers in follow up instruction as recommended by the therapists. The approximate number of students to be served will be 4,000 in Grades 1 through 6 in public schools. For further information contact Project Director, ESEA Title III, Houston County Board of Education, 1433 Washington Street, Perry, Georgia 31069. (EJS)

ES 100 095

North Idaho Music Enrichment Project.
Moscow School District 281, Idaho.
Project Number 22-70-0009.
Descriptors—*Books, *Concerts, *Cultural Enrichment, *Educational Programs, *Music Activities.
This project will make possible the presentation of a series of concerts, to be performed by groups from the University of Idaho, in schools and communities in the 10 counties of Northern Idaho, over a three-year period. The students and citizens of these counties have few opportunities to experience live musical performances. To help ensure that the school concerts will be meaningful, the University of Idaho will prepare a handbook for distribution to the teachers and students prior to concert time. This handbook will cover such items as: (1) concert behavior, (2) preconcert arrangements, (3) information about the musicians and the music to be performed, (4) suggested recordings for prelistening and study, (5) information about the composers, (6) suggested after-concert activities. It is hoped that the project will result in increased understanding and appreciation of music, knowledge of composers and their music, musical instruments, interest and participation in school music programs, and interest by communities in further developing music and cultural offerings. Approximately 12,943 students, both public and nonpublic, representing Grades 1 through 12, will be served by the program, and 16,500 adults and 522 staff members will also participate. For further information, contact Project Director, ESEA Title III, Moscow School District No. 281, P. O. Box 490, Moscow, Idaho 83843. (DB)

ES 100 096

Auditory Discrimination Training Program.
Boise City Independent School District, Idaho.
Project Number 22-70-0013.
Descriptors—*Auditory Discrimination, Elementary School Students, *Inservice Teacher Education, *Learning Disabilities, *Perceptually Handicapped, *Sensory Training, Underachievers, Workshops.
The best methods to use in establishing an operational project in the identification, diagnosis, and remediation of children with a general deficit in auditory learning will be determined in the planning project. Three in-service workshops for administrative personnel will be conducted by visiting consultants in the field of perceptual impairments to: (1) stimulate an awareness and interest in establishing programs for perceptually impaired children, (2) become cognizant with recent research findings, (3) understand the specific educational needs of the auditorily perceptually impaired child. In addition, in-service workshops for classroom teachers will be held for the purpose of: (1) acquainting them with problems encountered by children with an auditory perceptual impairment, (2) studying materials and methods for ameliorating the problem, and (3) starting to plan and prepare materials to be used in remediation. Two pilot projects for the identification of perceptually impaired will be conducted in the first four grades, and on-site visits will be made to school programs or research centers for perceptually impaired children by the project personnel. Approximately 240 public school students, in Grades 1 through 4, will participate in the project, together with 30 teachers who will be engaged in the in-service training. For further information, contact Project Director, ESEA Title III, Independent School District of Boise City, 1207 Fort Street, Boise, Idaho 83702. (DB)

ES 100 097

IPI Through Multi-grading.
Snake River School District 52, Blackfoot, Idaho.
Project Number 22-70-0021.
Descriptors—Elementary School Students, *Individualized Instruction, *Inservice Teacher Education, *Material Development, *Multigraded Classes, Secondary School Students, *Team Teaching.
This planning project is designed for the purpose of studying and writing an operational proposal of team teaching, using a vertical multigraded organization to implement individually prescribed instruction (IPI). Specific objectives will include: (1) the development of a proposal for preservice and in-service training of teachers and aides in a team teaching, multigraded unit, (2) a study of the feasibility of entering five-year old children into a multigraded unit in order to better implement each child's instructional and developmental needs, which will be considered for inclusion in the proposal, (3) the planning of guidelines for inclusion of special education children in multigraded, team-teaching unit, in cooperation with the State Department of Education, (4) the design, construction, and organization of materials for independent study, which will help implement individualization, (5) the design of a plan for dissemination of information and for training educators in developing IPI programs, (6) the development of a program evaluation plan. Approximately 69,194 students, both public and nonpublic, are enrolled in schools in the geographic area to be served. For further information, contact Project Director, ESEA Title III, Snake River School District #52, Route 2, Blackfoot, Idaho 83221. (DB)

ES 100 098

Pocatello Community Educational Growth Center.
Pocatello School District Number 25, Idaho.
Project Number 22-70-0032.
Descriptors—Community Involvement, Counseling Services, *Cultural Enrichment, *Elementary School Students, Inservice Teacher Education, *Kindergarten Children, *Secondary School Students, Student Motivation, *Vocational Education.
Identifiers—Project Headstart.
An educational program will be established to tap the interest of non-college bound students whose present curriculum bears no relationship to their future. The specific objectives of this program will be to: (1) create an awareness between work experiences and school, (2) provide culturally enriching activities, (3) increase the communication skills of participants, (4) motivate students to pursue vocational training, (5) help community agencies to reach out to students and their families not currently being served or reached, (6) encourage the child, the adults, and the community to work together for the common purposes of education, and (7) provide opportunities for intellectual growth through environmental change. Family counseling for educationally related problems will be instituted. Instruction will be given in the fields of physical education, the arts, music, and dancing. An attempt will be made to secure library support of a multimedia nature. Teacher aides will be employed, and a multiservice facility to assure maximum coordination of all activities will be established. Teachers and administrators will receive in-service training, and a consultant will assist in instructional activities during the planning grant period. Approximately 12,900 public and private school children in kindergarten through Grade 12, 48 adults, and 530 teachers engaged in in-service training are now in schools in the area. An additional 90 children attend a Headstart Program. For further information, contact Project Director, ESEA Title III, Pocatello School District Twenty-Five, 3115 Pole Line Road, Pocatello, Idaho 83201. (CK)

ES 100 099

Complete Communication Development Program.
Calumet School District 132, Calumet Park, Ill.
Project Number 23-69-0114.
Descriptors—*Communication Skills, *Kindergarten Children, *Learning Disabilities.
An attempt will be made to remediate learning disabilities at the kindergarten level. To accomplish this goal, it will be necessary to develop the prerequisite skills necessary for academic learning. These skills include visual-motor language skills, auditory-vocal language skills, and motor-ocular and social skills. It will also be necessary to stimulate community and parental involvement and interest. During the course of the project, the pupils' abilities will be examined with respect to their age level. The abilities to be evaluated relate to: (1) understanding of written and verbal stimuli, (2) integration of written and spoken language, (3) self-expression, (4) visual and auditory memory, (5) degree of motor response to self and surroundings, and (6) ocu-

lar muscle development. Discipline problems will also be examined, as will the degree of interest and involvement of parents. community attitudes toward these children will be surveyed. Approximately 44 kindergarten children will participate in the project. For further information, contact Project Director, ESEA Title III, Calumet Public Schools District 132, 1440 W. 125th St, Calumet Park, Illinois. (CK)

ES 100 100

Evaluation Planning for Special Education.
Lincolnwood School District 74, Ill.
Project Number 23-69-0115
Descriptors—Administrative Personnel, *Elementary School Students, *Evaluation Techniques, *Kindergarten Children, Program Evaluation, *Secondary School Students, *Special Education
Objectives, rationale, means and evaluation techniques will be developed for special education programs, the service of these programs, and the structure of the administrative bodies involved in them. Each objective will be related to evaluation techniques to insure a realistic and sound special education program that can be continually modified to meet the needs of handicapped children by design rather than by accident. The program will be divided into 15 categories, including all instructional programs and special and administrative structures. Major participants will be a local special education staff, four consultants, and a project director. Other participants include local parents, representatives from social agencies and private schools, and regular education personnel. The procedures will consist of monthly committee meetings in each of the 15 categories, involving all local special education staff and representatives from the local schools and agencies. Subcommittee groups will meet more frequently. The initial focus of the meetings will be the designation of broad objectives with a statement of rationale and possible means of achieving them. The project director will coordinate all activities. Approximately 24,540 public and private school children in kindergarten through Grade 12 are enrolled in schools in the area. For further information, contact Project Director, ESEA, Title III, School District #74, 6950 E. Prairie, Lincolnwood, Illinois. (CK)

ES 100 101

Midway Teaching and Treatment Program.
Peoria School District 150, Ill.
Project Number 23-69-0116
Descriptors—*Elementary School Students, *Emotionally Disturbed Children, *Group Therapy, *Inservice Teacher Education, *Kindergarten Children, Psychological Services
A program to save emotionally disturbed students from full-time institutionalization will be implemented. An area center will be utilized for physical space, and the local schools will supply the necessary equipment. Activities will include a half day in the regular classroom and a half day at the center for activity therapy and individual and group therapy. A project coordinator will be responsible for the administration of the project and for the continuous in-service training of regular classroom teachers in kindergarten through Grade 4 in 33 local elementary schools. Two teachers (one for each room) who are certified in working with emotionally disturbed children, two teacher aides for each room, and a full-time social worker will complete the staff. The staff psychologists of the schools will provide the educational and psychological diagnosis, and the staff of the center will provide the individual and group therapy. Approximately 30 public and private schoolchildren in kindergarten through Grade 4 will participate in the project. About 398 staff members are currently engaged in in-service training in schools in the area served. For further information, contact Project Director, ESEA, Title III, Peoria Public Schools District #150, 3202 N. Wisconsin Ave., Peoria, Illinois. (CK)

ES 100 102

Model Program for Emotionally Disturbed
Jacksonville School District 117, Ill.
Project Number 23-69-0117
Descriptors—*Behavior Problems, *Emotionally Disturbed, *Inservice Teacher Education, Mental Health Programs, *Parent Participation, *Special Education
Emotionally disturbed pupils and their parents will be the recipients of special education and psychological services to be provided by the model program, which will also provide in-service education for classroom and special education teachers. As a cooperative venture between community schools and a mental health facility, the general objectives of the program will be to: (1) restore emotionally disturbed pupils to educational effectiveness through reduction of emotional and behavioral problems; (2) develop understanding among parents and teachers of emotionally disturbed pupils; (3) provide for parents and teachers new behavior modification techniques for later application. The evaluation of the program will involve the characteristics of those who respond well to the program, the procedures that are most effective, the kinds of teachers who find the program most profitable, the effectiveness of the partnership of a mental health facility and community schools in providing the psychological service. Approximately 261 pupils, both public and non-public, representing Grades 1 through 12, will participate in the project, as will 15 not enrolled, 65 adults, and 10 out-of-school youth. The approximate number of staff who will be engaged in in-service training will be 51. For further information, contact Project Director, ESEA, Title III, School District #117, 598 Jordan, Jacksonville, Illinois. (DB)

ES 100 103

Child Development Program.
Northbrook School District 28, Ill.
Project Number 23-69-0118
Descriptors—*Child Development, *Handicapped Children, Inservice Teacher Education, *Kindergarten Children, *Learning Disabilities, Social Services, *Special Education
Special education procedures will be established for handicapped children. These children are defined as those who are impaired in structure and/or function or who, by any other impairment require special services. They are in need of special planning, but present learning problems that do not fall clearly in one special educational category. This type of child is described in the operational definition of handicapped children as follows: mentally retarded, hard of hearing, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who, by reason thereof require special education and related services. A class situation will be designed to help each child with learning, enhance growth potential, provide positive educational experiences, and give opportunity to begin formal schooling on a base of success. Heuristic teaching based on principles of early childhood education will be used. Social work services and information about the educational objectives for their child will be provided for parents. In-service experiences will be made available to nursery school and kindergarten teachers, administrators, and special service personnel. Approximately 20 kindergartners in public and private schools and 100 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA, Title III, Northbrook District #28, 1475 Maple, Northbrook, Illinois. (CK)

ES 100 104

Teacher Training for Behavioral Management.
Marengo Elementary School District 140, Ill.
Project Number 23-69-0119
Descriptors—Academic Achievement, *Behavior Change, *Classroom Environment, *Elementary School Students, *Inservice Teacher Education, *Reinforcement
Through the application of reinforcement theory and technique, a classroom learning climate will be provided that is conducive to academic instruction and to the upgrading of academic skills. Regular classroom teachers will be trained in the theory, methods, and application of behavior modification techniques, and will be encouraged to apply these techniques in the classroom. Attempts will be made to effect statistically significant changes in the teacher's classroom behavior as it affects the children and in the children's individual and group behavior. Selected regular classrooms that have children with learning problems primarily manifested in behavioral disturbances will be project targets. The teachers of these classrooms will be trained two at a time for 3-week periods. Approximately 926 public and private school children in

Grades 1 through 6 and 30 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, Marengo Elementary Schools Dist. #140, West Grant Highway, Marengo, Illinois. (CK)

ES 100 105

Residential Program for Seriously Emotionally Disturbed.

Chicago Board of Education, Ill.
Project Number 23-69-0120
Descriptors—*Delinquency, *Elementary School Students, *Emotionally Disturbed Children, *Identification, *Improvement Programs, Instructional Materials, *Secondary School Students, *Student Attitudes

Selectivity processes will be developed in order to identify emotionally disturbed children who are currently labeled delinquent. They are now enrolled in Parental Schools on assignment by a juvenile court. Techniques and instructional materials that will ameliorate emotional disturbances will be developed with the help of psychiatric and child guidance staffs. Efforts will be exerted to develop more positive pupil attitudes toward education and to improve their academic performance. Attempts will be made to increase their attention span, reduce discipline problems, and to improve their ability to establish realistic goals for educational and occupational success. Additional targets of this project are to: (1) ameliorate the children's emotional and social instability, as well as that of their parents; (2) increase the schools' holding power; (3) enable each child to succeed in a resource room program in a regular school environment and to return successfully to his neighborhood school within a 1- or 2-year period. Approximately 143 public school children in Grades 4 through 12 and 66 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, Chicago Board of Education, 228 N. LaSalle St., Chicago, Illinois. (CK)

ES 100 106

Project Image.

Elkhart Community Schools, Ind.
Project Number 24-69-0301
Descriptors—*Culturally Disadvantaged, *Economically Disadvantaged, *Elementary School Students, *Kindergarten Children, Language Handicaps, *Learning Disabilities, Rewards

A school system will design an instructional program that will remove or significantly ameliorate specifiable constraints to learning that are characteristic of economically and culturally deprived children. The project's target group is suffering from language deficiencies, including unfamiliarity with formal patterns of oral and written usage, and their response modes need immediate gratification if they are to be maintained and strengthened. In addition, these children must learn to operate in the motor and concrete realms rather than in conceptual-abstract symbols. Their role behavior skills suffer limited development due to lack of opportunities to model on adult males and females. Program elements will be designed by working parties composed of top flight local classroom teachers and specialist consultant personnel working under the supervision of a full-time project director. Overall guidance of the project will be provided by a steering committee composed of local school personnel and other relevant community officials as well as a consultant assigned to the project by the State Department of Public Instruction. Approximately 2,976 public school children in kindergarten through Grade 6 will participate in the project. For further information, contact Project Director, ESEA Title III, 228 West Franklin, Elkhart, Indiana 46514. (CK)

ES 100 107

Improving the Citizenship of Children through the Cooperation of School Personnel, Parents and Community Residents.

Indianapolis Public Schools, Ind.
Project Number 24-69-0302
Descriptors—*Citizenship, Community Involvement, *Elementary School Students, *Kindergarten Children, Parent Participation, *Preschool Children, *Secondary School Students, Social Adjustment

An effort will be made to improve the citizenship of children, particularly those living in the inner city. In this context, citizenship is defined as a person's adjustment, responsibility, and contribution to his community. To reach parents, the block club method of participation will be used. Handbooks, to serve as guidelines for school personnel, parents, and community residents will be developed and distributed. Non-profit private schools will be invited to participate. Personnel for the project will include a project director, a writer, and a secretary. Evaluations of the program will be made by observation and measurement of student conduct, school grounds, and neighborhoods surrounding the inner city schools. Specific behavioral objectives will be established. Industrial, business, community, and patriotic groups will be asked to provide awards for those children who demonstrate improved citizenship. Approximately 134,000 preschoolers, children in kindergarten through Grade 12, 5,500 staff members engaged in in-service training, and 3,000 other persons will participate. For further information, contact Project Director, ESEA Title III, Indianapolis Public Schools, 3211 North Illinois St., Indianapolis, Indiana. (CK)

ES 100 108

Project: "SEE."

Indianapolis Public Schools, Ind.
Project Number 24-69-0303

Descriptors—*Classroom Environment, *Concept Formation, *Kindergarten Children, *Low Income Groups, Mental Health, Paraprofessional School Personnel, Parent Participation, Physical Health, *Teaching Techniques

An attempt will be made to explore the practical values and implications of certain teaching concepts and methods as they affect lower-income children. The children participating in the project will be distributed among 16 different classroom environmental arrangements to evaluate the importance of the elements involved, namely, class size, techniques of instruction, paraprofessional assistance, like-sex grouping, and dietary control. Both professional and paraprofessional personnel will be utilized, and parental involvement will be sought. The primary concerns of this project will be to improve instructional methods, environmental factors, and physical and mental health services for these children. Approximately 300 kindergartners in public school and 25 staff members engaged in in-service training will participate. For further information, contact Project Director, ESEA Title III, Indianapolis Public Schools, 120 E. Walnut Street, Indianapolis, Indiana. (CK)

ES 100 109

Horticulture Education Program.

Indianapolis Public Schools, Ind.
Project Number 24-69-0304
Descriptors—Field Trips, *Grade 7, *Grade 8, *Horticulture, *Landscaping, *Outdoor Education

Supplementary horticulture science units will be incorporated in seventh and eighth grade classes to develop pride in the urban community and stimulate interest in horticultural vocations. Teachers will utilize field trips, instructional materials, classroom instruction, and yard projects. Teams of students will be given an opportunity to survey the immediate neighborhood, selecting homesites and making projects of improving the yards and plants through landscaping and yard care activities. City and state governments, local businesses, and other community agencies will be involved in the project. Programmed teaching units, team teaching, and teacher aides will be utilized. The program will begin in the fall and will continue through the summer. The project director will be responsible for evaluation of the program and the planning of the science seminars. Approximately 591 seventh and eighth grade students in public school and three staff members engaged in in-service training will participate. For further information, contact Project Director, ESEA Title III, Indianapolis Public Schools, 501 S. Meridian St., Indianapolis, Indiana. (CK)

ES 100 110

An Outdoor Guidance-Learning Camp for Emotionally Disturbed and Socially Maladjusted Children.

Marion Community Schools, Ind.

Project Number 24-69-0305
Descriptors—Behavior Change, Counseling Services, *Elementary School Students, *Emotionally Disturbed Children, *Kindergarten Children, *Outdoor Education, *Secondary School Students, Socially Maladjusted
Greater understanding of the behavioral dynamics of emotionally disturbed and socially maladjusted children will be sought, and therapeutic opportunities that will enable them to forego maladaptive behavior will be made available. Teaching prescriptions will be given to classroom teachers to assist them in structuring, observing, and evaluating the behavior of pupils in a variety of learning situations. A nonconventional and emotionally neutral setting in which pupils may interact for the purpose of improving self-concept, social behavior, and their knowledge of nature will be provided. Candidates for the project will be screened. A 2-day staff orientation and organization workshop will take place in the first week of the project. The major experiences of the pupil participants will occur in the outdoors, with elementary pupils spending the day at a rural site with access to an operating farm, woods, stream, and field; secondary school students will have access to a reservoir recreation camping site. Teacher-counselor-aide teams will supervise all activities. Parent involvement will include pre-project interviews, regular conferences during the project, and opportunities to visit and/or participate in selected project activities. The staff will have daily planning sessions. A follow-up counselor will assist in the evaluation process. Approximately 125 public school children in kindergarten through Grade 12, 20 adults, and 24 staff members engaged in in-service training will participate. For further information, contact Project Director, ESEA Title III, Marion Community Schools, P.O. Box 808, Marion, Indiana (CK)

ES 100 111

Tutor (Tutoring Underachievers to Obviate Remediation).
New Albany - Floyd County Consolidated School Corp., Ind.
Project Number 24-69-0306
Descriptors—Control Groups, Experimental Groups, *Grade 1, *Grade 2, *Reading Instruction, *Tutorial Programs, *Underachievers
A tutorial reading program will serve first and second grade pupils of lower middle-class socioeconomic status. First graders who rank in the lower quartile in reading readiness will be assigned to experimental and control groups. Thirty-eight secondary students will be selected to tutor the primary students daily in a one-to-one situation and under the direct supervision of certified personnel. Adequate in-service training will be given to all participating teachers. A comprehensive evaluation will include process and product. Results of the program will be disseminated. Approximately 350 public school children and 28 staff members engaged in in-service training will participate. Nonpublic schools are invited to participate in this program and to attend the in-service training sessions. For further information, contact Project Director, ESEA Title III, New Albany-Floyd County Schools, 810 E. Market Street, New Albany, Indiana 47150 (CK)

ES 100 112

An Interdisciplinary Approach: The Teaching of Reading and Study Skills in the Subject Content Areas in the Middle School
Rochester Community School Corp., Ind.
Project Number 24-69-0307
Descriptors—*Grade 6, Individualized Instruction, *Interdisciplinary Approach, *Junior High School Students, *Middle Schools, *Reading Skills, Student Attitudes, Teaching Skills
This project should improve the ability of students to acquire and correlate specific subject matter data by developing research techniques as they relate to specific subject areas. The program will be innovative in that each teacher must teach certain unique reading skills in relation to his specific subject area. Student attitudes that can make reading a more pleasurable experience will be encouraged. Through a comprehensive program which will utilize the entire staff, processes to increase teacher proficiency will be developed. A study hall will be renovated, and the facilities necessary for the program will be constructed. The program will be planned cooperatively to associate classroom and laboratory work. Students will be tested, problems will be diagnosed, and a program of individualized instruction will be developed. Approximately 540 public school children in Grades 6-8 will participate in the project. For further information, contact Project Director, ESEA Title III, 7th and Pontiac, Rochester, Indiana (CK)

ES 100 113

A Vocational Education Services and Demonstration Center.
Nineveh-Hensley-Jackson School Corporation, Trafalgar, Ind.
Project Number 24-69-0308
Descriptors—*Demonstration Centers, *Educational Programs, *Inservice Teacher Education, *Vocational Education
A showcase and demonstration center will be established in order to bring to the attention of the public creative educational programs now in operation. The center will serve primarily as an educational training center for programs that are exemplary, innovative, and creative in vocational education. Teacher-training programs that are nonvocational in nature will also be held at the center. The center will be open to all local educational agencies in the state for special projects and demonstrations throughout the entire year. The programs offered in this facility will serve approximately 10,000 young people and offers each year. For further information, contact Project Director, ESEA Title III, Nineveh-Hensley-Jackson School Corporation, Trafalgar, Indiana (CK)

ES 100 114

Conceptual Approach to American History through Laboratory Experiences
Vincennes Community School Corp., Ind.
Project Number 24-69-0309
Descriptors—*American History, *Concept Teaching, Demonstration Projects, *Grade 11, History Instruction, Inservice Teacher Education, *Laboratory Training, Program Evaluation, *Secondary School Students, Testing
An effort will be made to reinforce conceptual learning in the teaching of American History in Grade 11. This strengthening of basic concepts will involve student participation in a multilevel, multimedia, multiethnic laboratory within one classroom. In-service planning, training, and evaluation will be the coordinated effort of the classroom teachers, teacher aide, social studies specialist, and consultants from the Office of the State Superintendent of Public Instruction. Objectives of the project will be evaluated by pretesting and posttesting of students, continuous evaluation by project staff in both objective and subjective ratings, and comparison of results with those of a control group from the same high school. This project will serve as a demonstration classroom and laboratory for interested educators. The successful features of the project will be expanded in the second year to other grades. Approximately 180 public and private school children in Grades 7 through 12 will participate in the project, as will approximately 4 staff members who are currently engaged in in-service training in schools in the area. For further information, contact Project Director, ESEA Title III, 500 Buntin Street, Vincennes, Indiana (CK)

ES 100 115

Improving the Visual Perception, Co-ordination, and Concentration of Educable Mentally Retarded Children through Music
Randolph Central School Corp., Winchester, Ind.
Project Number 24-69-0310
Descriptors—*Educable Mentally Handicapped, Instructional Materials, *Music Education, *Retarded Children, *Special Education, Teaching Methods, Tests, *Visual Perception
Identifiers—Marianne Frostig Developmental Test, Weber (Richard)
Music will be taught to educable mentally retarded (EMR) children, utilizing Richard Weber's method which is geared to retarded children. A piano and six chord organs will be used during the training program. One period per day will be devoted to music instruction. Attempts will be made to strengthen the visual perception, coordination, and concentration of the EMR children. A teacher of retarded children will as-

sume the position of director of the project. All participants in the program will be pretested and posttested with the Marianne Frostig Developmental Test of Visual Perception. Approximately 12 students enrolled in special education classes will participate in the project. For further information, contact Project Director, ESEA Title III, Randolph Central School Corporation, 135 North East Street, Winchester, Indiana 47394. (CK)

ES 100 116

Handicapped Children's Nature Study Center.
Muscatine-Scott County School System, Iowa.
Project Number 25-70-0001
Descriptors—*Handicapped Children, *Inservice Teacher Education, *Nature Centers, *Outdoor Education, *Special Education
In order to provide the benefits of outdoor education for handicapped children, the project will focus upon the following: (1) providing diverse first-hand experience for handicapped children, (2) enriching and extending the basic curriculum to the out-of-doors, (3) providing experiences that will increase knowledge, develop healthy attitudes, and provide self-understanding regarding life as a natural phenomenon, (4) broadening the scope of outdoor education in the minds and practices of teachers, (5) developing a course of study related to the utilization of the Nature Study Center. Children with learning problems, as well as preschool age children with Cerebral Palsy, will be benefitted by the program. The curriculum will include arts, language arts, mathematics, science, social studies, vocational arts, and nature study. Methods of instruction will include field activities, collection, improvement of skills in observation, measuring, classifying, and communicating, and project activities. Lesson plans and guides will be developed, in-service programs for Special Education teachers will be held, and program evaluation and revision will be made. Approximately 1,020 students from public and nonpublic schools will participate in the project, representing a grade span of from pre-kindergarten through Grade 12. In addition to administrators and consultants, 9 teachers and 18 volunteers will take part in the program. For further information, contact Project Director, ESEA Title III, Alpine Centre #2, Bettendorf, Iowa 52722. (DB)

ES 100 117

Northern Kentucky In-service Innovation Center.
Campbell County Board of Education, Alexandria, Ky.
Project Number 27-68-0001
Descriptors—*Curriculum Development, *Educational Change, *Experimental Programs, *Inservice Teacher Education, *Laboratory Schools
The proliferation of productive in-service education processes and concomitant school program changes comprise the focus of this project. The operational procedures will be designed in terms of: (1) obtaining the optimum involvement of a maximum number of personnel; (2) providing in-service education in real learning laboratories (schools) as teachers focus on real problems associated with educational change; (3) concentrating on the identification and diffusion of the processes of program change efforts; (4) focusing upon experimental change efforts designed in recognition of peculiar school and pupil characteristics rather than in the mere adaptation of curriculum "packages"; (5) creating a regional awareness of the need for changes in school programming to meet the present and future needs of pupils. Approximately 71,951 students, including public and nonpublic, in kindergarten through Grade 12 will participate in the project, as will approximately 2,824 staff members. For further information, contact Project Director, ESEA Title III, Campbell County Board of Education, 8002 Alexandria Pike, Alexandria, Kentucky 41001. (DB)

ES 100 118

Transfer of Relevant Innovations into Practice (Project Trip).
Paducah Independent School District, Ky.
Project Number 27-70-0003
Descriptors—*Curriculum Development, *Educational Innovation, Evaluation Techniques, *Inservice Teacher Education, *Reading Clinics, *Regional Cooperation
A project to assist 29 schools in the development and implementation of innovative and exemplary programs on a regional basis will be carried out. The project will contain seven components: computer service center, professional development, environmental education, area reading clinics, area film library, curriculum development, and in-service training. Approximately 80,869 students, both public and nonpublic, representing Grades 1 through 12 will participate in the project, and 767 staff members will engage in in-service training. Each component will be provided with an evaluation design that will produce data for both process and product evaluation. For further information, contact Project Director, ESEA Title III, Board of Education of the Paducah, Kentucky, Kentucky Independent School District, P. O. Box 1137, 10th and Clark Streets, Paducah, Kentucky 42001. (DB)

ES 100 119

Comprehensive Curriculum and Staff Development.
Bowling Green Board of Education, Ky.
Project Number 27-70-0004
Descriptors—*Curriculum Development, *Curriculum Problems, *Educational Resources, Information Dissemination, Resource Centers, *Staff Improvement, Student Teacher Relationship, *Workshops
Identifiers—ERIC
The project will be comprised of three main components: curriculum development, staff development, and instructional resources. Through intensive workshop and follow-up activities, the project will seek to identify curriculum problems. Following this identification, solutions will be sought and brought to bear at the local district level. Staff improvement will be developed at the discretion of the local district program which deals directly with staff. These activities may relate directly to curriculum activities or may involve activities which relate directly to the process of humanizing education. A comprehensive resource center, including as much as is available in the public domain, ERIC, and resource banks in other areas, will be established. The center will be the source for the reproduction and dissemination of necessary materials pertinent to the total curriculum and staff development aspects of this project. The approximate number of teachers to be served is 4,639, with teachers from both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, Bowling Green City Board of Education, 224 East Twelfth Street, Bowling Green, Kentucky 42101. (DAS)

ES 100 120

Somerset Regional Supplementary Educational Center.
Somerset Board of Education, Ky.
Project Number 27-70-0007
Descriptors—*Curriculum Development, *Demonstration Centers, Evaluation Techniques, *Inservice Teacher Education, *Regional Programs, *Supplementary Educational Centers
A Regional Supplementary Educational Center will be established to: (1) serve as a central administrative and supervisory center to provide services and to coordinate regional efforts toward curriculum innovation; (2) provide diagnostic services in reading and learning problems; (3) provide cultural services; (4) provide innovation assistance through in-service education and the establishment of exemplary demonstration centers; (5) provide curriculum experimentation; and (6) give technical assistance to school personnel to assist them in evaluation procedures. Approximately 38,000 public school students in Grades 1 through 12 and 263 nonpublic school students in Grades 1 through 6 will participate in the project, and 146 public school staff and 3 nonpublic school staff will be provided with in-service training. For further information, contact Project Director, ESEA Title III, Somerset Board of Education, Somerset, Kentucky 42501. (DB)

ES 100 121

A Mobile Interdisciplinary Guidance Consortium.
Jefferson Davis Parish School System, Jennings, La.
Project Number DPSC-68-5804
Descriptors—Diagnostic Tests, *Elementary School Students, *Guidance Programs, *Information Networks, Interagency Cooperation, *Interdisciplinary Approach, *Mobile Educational Services
A mobile interdisciplinary guidance consortium will be established to serve as an intermediate step in the

development of a locally supported elementary guidance program. A system of guidance information will be developed. Students with special problems will be referred to outside agencies. This guidance and referral system will be implemented through interaction of the consortium with students, principals, teachers and parents. One psychologist, four elementary counselors, two social workers and two clerk-typists will be recruited. Work schedules will be developed and a mobile guidence laboratory unit will be provided. Diagnostic procedures will be executed and interpretative services and written screening reports provided. Therapeutic procedures will be prescribed and executed. Guidance information will be collected, and existing records will be utilized in the development of a guidance form. An inventory of community agencies will be developed and maintained, and information related to them will be disseminated. Diagnostic testing will be conducted and the results interpreted. Approximately 4,881 public and private school children in Grades 1 through 6 and 7 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, Jefferson Davis Parish School System, P.O. Box 642, Jennings, Louisiana. (CK)

ES 100 122

Vocations for Educationally Retarded Pupils.
Iberia Parish School Board, La.
Project Number DPSC-68-6080.
Descriptors—*Curriculum Development, *Educational Retardation, *Pilot Projects, *Secondary School Students, *Vocational Education.
Pilot activities will be planned and conducted in order to develop a curriculum that will enable educationally retarded and non-college bound pupils to achieve civic, social, and vocational competence. Pilot classes will be established in two large high schools. These pupils will remain in the regular school program and will be encouraged to participate in all extra-curricular activities. Pupils who are two or more years retarded in relation to their chronological age will be offered the opportunity to join the class. Functional, vocationally oriented instruction will be given in all academic areas, with actual content geared to the present achievement levels and mental capacities of the pupils. The project chairman will act as a resource person for the instructional personnel engaged in the program. He will also conduct studies of area opportunities for employment and will secure consultative services from various sources. Approximately 100 public school children in Grades 7 through 12 will participate. For further information, contact Project Director, ESEA Title III, Iberia Parish School Board, P.O. Drawer 520, New Iberia, Louisiana 70560. (CK)

ES 100 123

Pre-Occupational Education for the Rural-Oriented.
Saint Landry Parish School Board, Opelousas, La.
Project Number DPSC-68-6093.
Descriptors—*Curriculum Planning, *Occupational Surveys, *Rural Areas, *Secondary School Students, *Vocational Counseling.
An attempt will be made to meet the needs of youngsters who are at a disadvantage in the work-a-day world because they have been raised in a predominantly rural community without the benefit of manipulative laboratory experiences. Curriculum objectives to meet these needs will be set up. School dropouts, students who will begin employment after high school graduation, those who will attend a vocational school upon completion of high school, and those who will go to college will benefit from the program. The present and future job possibilities in the Gulf South for students will be determined by consultation with the state employment service and by a manpower survey. Trends for new jobs not at present in the Gulf South will be sought. The ERIC Clearinghouse on Counseling and Guidance and the Clearinghouse on Vocational and Technical Education will be visited by a consultant. A curriculum steering committee and an administrative steering committee will be established. Model school districts will be visited and literature researched to arrive at the best method of offering preoccupational education. A survey will be made to determine the skills and philosophies of various people who may be involved in the teaching program. Approximately 1,350 public and private school children in Grades 7 through 12 will participate in the project. For further information, contact Project Director, ESEA TITLE III, St. Landry Parish School Board, P.O. Box 310, Creswell Lane, Opelousas, Louisiana 70570. (CK)

ES 100 124

Improving Teaching, an Interstate Arrangement.
Allen Parish School Board, Oberlin, La.
Project Number DPSC-68-6197.
Descriptors—*Elementary School Students, *Inservice Teacher Education, *Language Arts, *Secondary School Students, Teaching Methods, *Teaching Skills.
An effort will be made to enrich classroom instruction through the improvement of teaching skills. Teachers will be acquainted with new methods of teaching language arts, mathematics, science, and social studies. They will be exposed to experiences in coping with specific teaching problems through the medium of filmed teaching demonstrations. A project director, secretarial personnel, an advisory committee, and college and university level consultants will be employed. A 10-day in-service training session will be conducted prior to the beginning of the school year. Twenty additional meetings will be held during the school year for elementary school teachers and nine additional ones for secondary teachers. Elementary teachers will concentrate on language arts as an area of study, and secondary teachers will participate in appropriate meetings in the areas of language arts, mathematics, science, and social studies. Feedback information on the initial training sessions will be utilized to develop subsequent experiences. Approximately 5,592 public and private school children in Grades 1 through 12 and 255 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, Allen Parish School Board, P.O. Box 4066, Oberlin, Louisiana 70655. (CK)

ES 100 125

Operation Bright Peaks.
Bridgton School Administrative District 61, Maine.
Project Number 29-70-0001.
Descriptors—*Elementary School Students, *Identification, *Kindergarten Children, *Learning Disabilities, Mental Health, Physical Health, *Secondary School Students.
Children with learning disabilities will be identified, and correction will be provided for those who do not respond to the teacher's methods in a regular classroom setting. Pupil personnel services will be expanded, coordinated, and provided to any child with a physical, mental, or emotional disability. A special center will be established where psychologist, social worker, and speech and hearing therapist will be on duty for referrals, which will originate from the health nurse in each school district. Parents will be asked to advise teachers if any of their children are in need of help not readily identifiable. Teachers will be expected to make immediate referrals through the proper channels when any students have identifiable needs. The health and medical records of each student will be checked, and family physicians will meet in consultation with parents, teachers, and school nurse, when necessary. Eye and ear examinations and a check for speech defects will be made throughout the area served. The major emphasis of this program will be on mental health, and mental health facilities will be made available to the pupils who need them. Approximately 3,325 public and private school children in kindergarten through Grade 12 will be served by the project. For further information, contact Project Director, ESEA Title III, School Administrative District No. 61, Box C, Bridgton, Maine 04009. (CK)

ES 100 126

Individual Curricula for Educationally Handicapped Students.
Winthrop Public Schools, Maine.
Project Number 29-70-0002.
Descriptors—*Communication Skills, Curriculum Planning, *Dropout Prevention, *Educationally Disadvantaged, *Individualized Curriculum, *Secondary School Students, Self Concept.
Students who appear to be receiving little profit from the normal classroom curriculum structure and teaching method will receive assistance. These students are noticeably handicapped by cultural depriva-

high low mental ability and poor reading skills and display the basic characteristics of potential dropouts. Attempts will be made to: (1) keep the students in school, (2) raise the level of their communication skills, (3) elevate their self image, and (4) prepare them for practical productive living. Parents, employers, workers, students, and educators will become involved in curriculum planning. Each student's readiness level, ability, and needs will be diagnosed. In addition, each student will receive individualized curricula and practical academic, social, and occupational experiences. Approximately 30 public school children in Grades 7 through 12 and 80 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, Winthrop Local Education Agency, Town Hall, Winthrop, Maine 04364. (CK)

ES 100 127

Belleville Learning Lanes.
Van Buren Public Schools, Belleville, Mich.
Project Number 32-69-0043
Descriptors—Curriculum Development, Diagnostic Teaching, Educational Programs, *Elementary Grades, *Individualized Programs, *Kindergarten, *Secondary Grades, *Special Services, Teacher Education
Identifiers—Laning
In an effort to meet the needs of special services children, this project will provide the following: (1) a special services program in two elementary schools, (2) teacher education programs in diagnostic teaching, special service areas, curriculum development, measurement, and evaluation, (3) laning activities in the two elementary schools, which will serve as the basis for educational programming of all pupils, (4) training in the effective use of materials and resources, (5) a longitudinal and cross-sectional research study of pupil growth and development. Activities that will be performed in carrying out the program are: pupil screening and evaluation, development of learning lanes, evaluation of teachers and program objectives, workshops, student grouping and regrouping, materials development, and an evaluation of the program's effectiveness. Approximately 408 public school students will participate in the program, representing a grade span of from kindergarten through Grade 12. For further information, contact Project Director, ESEA Title III, 301 West Columbia, Belleville, Michigan. (DB)

ES 100 128

Behavioral Engineering for Handicapped Children.
Wayne Community School District, Mich.
Project Number 32-69-0044
Descriptors—Academic Performance, *Behavior Change, *Elementary Grades, Inservice Teacher Education, *Kindergarten, Parent Participation, *Secondary Grades, Social Psychology, *Special Education

The provision of motivation to increase academic learning and to improve the social behavior of children in special education programs is the prime objective of this project. Additional project objectives are to provide teachers, ancillary staff, and parents with specific techniques for use in managing the behavior of these children. The achievement of these objectives will entail the appointment of a Program Director, an in-service teacher education program, collection of baseline data, meetings with parents, data evaluation, dissemination of results, and planning for the training of new staff members. Approximately 311 public school students enrolled in Grades 1 through 12 will participate in the project. For further information, contact Project Director, ESEA Title III, 3712 Williams Street, Wayne, Michigan 48184. (DB)

ES 100 129

Post Kindergarten Diagnostic and Readiness Program.
Willmar Independent School District 347, Minn.
Project Number 33-69-0003
Descriptors—*Diagnostic Teaching, *Individualized Instruction, Kindergarten Children, *Learning Difficulties, *Readiness, *Screening Tests, Student Evaluation
In an effort to diagnose and prevent potential learning problems at the post-kindergarten level, kindergarten teachers will rate children on a readiness scale and on a measure of progress report. Children who have unusual problems will be tested on the First Grade Screening Test. Upon completion of the evaluations, children will be selected for summer diagnostic and readiness classes. An individualized approach with a small pupil-to-teacher ratio, utilizing appropriate instructional materials and equipment, will provide instruction in the following readiness areas: visual-motor coordination, language development, visual perception and memory, auditory perception, peer relationships, emotional development, memory, motor development, listening skills, and self-concept. Considerable emphasis will be given to the subjective evaluation of the teacher, as based on her observation of the child's behavior in the classroom. At the completion of the program, the teachers will complete a readiness evaluation and a progress report. The program director will evaluate the project. Approximately 75 kindergarten children will participate in the program. Five teachers will be engaged, as will five classroom aides, a school psychologist, a social worker, and a speech therapist. For further information, contact Project Director, ESEA Title III, Independent School District No. 347, 611 West 5th Street, Willmar, Minnesota 56201. (DB)

ES 100 130

A Pre-kindergarten Child Development Program.
Brainerd Independent School District 181, Minn.
Project Number 33-69-0013

Descriptors—*Child Development, *Cognitive Development, Curriculum Development, Early Childhood Education, *Preschool Education, *Reading Programs
This project will involve a highly structured, 16-week pre-kindergarten program for selected four-year-olds. The curriculum will be so structured as to facilitate the development of concept formation, language, physical, and social skills. In addition, the program will improve the intellectual development of these four-year-olds by reinforcing their intellectual strengths and overcoming their weaknesses. It will give slow-learning preschool children enhanced educational opportunities, and provide opportunities for the development of reliable pre-kindergarten psychoeducational evaluation procedures. The 16-week project will be followed by a second phase in which the children involved will be kept together as a group in the normal kindergarten class for a full school year for follow-up studies. A third phase will involve evaluation of these same students at the end of the school year in the first and second grades. The approximate number of students will be 25 at the pre-kindergarten level in public schools. For further information, contact Project Director, ESEA Title III, Brainerd Independent School District 181, 606 South 6th St., Brainerd, Minnesota 56401. (EJS)

ES 100 131

Environmental Mobile Lab.
Anoka-Hennepin Independent School District 11, Anoka, Minn.
Project Number 33-69-0020
Descriptors—Ecology, *Environmental Education, Environmental Research, Field Trips, *Handicapped Students, *Inservice Teacher Education, Integrated Activities, *Mobile Laboratories, Science Education, *Science Materials
The chief goal in developing the Environmental Mobile Lab concept will be to give all students an in-depth exposure to environmental studies. This will be done by: (1) stimulating elementary teachers to teach in areas in which they feel insecure, through the provision of supplementary science materials, (2) aiding in the teaching of handicapped students through the provision of field trip experiences within their limitations, (3) implementing an in-service training program for teachers, (4) bringing materials directly to the classes of the schools utilizing them, (5) providing self-explanatory teaching units and materials so that teachers and students can gain meaning and understanding from these activities, (6) developing a greater interest and appreciation for our socioecological environment, (7) aiding in the coordination and integration of a science program for Grades kindergarten through Grade 12, and (8) creating an atmosphere usable by other disciplines to coordinate environmental studies into their respective subjects. The approximate number of students to be served is 25,844, cover-

ing a grade span from kindergarten through Grade 12 with children from both public and nonpublic schools participating. For further information contact Project Director, ESEA Title III, Anoka Hennepin Independent School District No. 11, Box 191, Anoka, Minnesota 55303. (DAS)

ES 100 132

Cooperative Seminar on Teaching-Learning Processes.
Burnsville Public Schools, Minn.
Project Number 33-69-0021
Descriptors—*Cooperative Planning, *Elementary Grades, Evaluation Techniques, Information Dissemination, Integrated Curriculum, *Learning Experience, Scheduling, *Seminars, *Teaching Methods, Team Teaching
An elementary seminar in teaching and learning processes will be conducted as part of the cooperative effort of the three consortium school districts. These districts will jointly share resources and talents in the identification and trial of innovations in: (1) providing learning situations which encourage greater interaction with the environment, (2) introducing to the participants through a seminar approach an integrated elementary curriculum for teaching and learning, (3) relating to each other as teaching teams for the accomplishment of the specific purposes of cooperative planning, assessing learning, and formulating future plans, (4) bringing together (scheduling) students and teachers for the specific purposes of learning, (5) establishing a nucleus of key consultants and in-service staff for future dissemination of the project objectives and results, and (6) investigating and developing innovative methods of assessing teaching and learning processes. The approximate number of students to be served is 300, covering a grade span from Grade 1 through 6, in public schools. For further information contact Project Director, ESEA Title III, Burnsville Public Schools, 600 East Highway 13, Burnsville, Minnesota 55378. (DAS)

ES 100 133

Cooperative Curriculum Development-Social Studies.
Southwest Minnesota State Coll., Marshall; Southwest and West Central Educational Research and Development Council
Project Number 33-69-0030
Descriptors—Audiovisual Aids, Behavior Change, *Cooperative Programs, *Curriculum Development, Demonstration Programs, Guidelines, *Inservice Teacher Education, Performance Criteria, *Social Studies, *Workshops
At a summer workshop, comprehensive social studies curricula will be developed to meet the needs of local school districts. The curricula will consist of statements of rationale, performance objectives, materials selected for teacher/student use, and demonstration units to be video/audio taped for use in in-service education programs relative to the suggested curriculum approaches and materials. The curriculum plans will be available for use: (1) as curriculum revision guidelines, (2) in the analysis of materials in curriculum projects, and (3) as demonstration units on new methods. The approximate number of students to be served is 78,827, covering a grade span from prekindergarten through Grade 12, with children from both public and nonpublic schools participating. For further information contact Project Director, ESEA Title III, Southwest and West Central Educational Research and Development Council, Southwest Minnesota State College, Marshall, Minnesota 56258. (DAS)

ES 100 134

Special Learning Disabilities Summer Workshop.
Austin Independent School District 492, Minn.
Project Number 33-69-0038
Descriptors—*Child Development, Child Psychology, Educational Diagnosis, Inservice Programs, Instructional Materials Centers, *Learning Disabilities, *Special Education, *Summer Workshops, *Teacher Education
A summer workshop will be held for teachers who are preparing to teach children with special learning disorders. The program will seek to provide a basic knowledge of child growth and development with emphasis on perceptual, intellectual, or cognitive and language sequences, and their relationship to programming for the learning-disabled child. Participants will develop and use a specific learning disability instructional materials center, which will be made available to teachers throughout the school year through an in-service program. In addition, each participant will be provided with a professional library essential to initial program development. This project will provide a summer-school experience for children currently enrolled in special learning-disability classes in Austin. All of the above will be accomplished through lecture presentation, independent study, group discussion, resource speakers, and laboratory experience. The approximate number of students to be served is 10, covering a grade span from Grade 1 through 6, in public schools. A total of 20 teachers, from both public and nonpublic schools, will also participate. For further information, contact Project Director, ESEA Title III, Independent School District No. 492, Austin Public Schools, 202 4th Avenue, N.E., Austin, Minnesota 55912. (DAS)

ES 100 135

Special Education Instructional Materials Institute.
Saint Paul Independent School District 625, Minn.
Project Number 33-69-0047
Descriptors—*Handicapped Children, *Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, Learning Difficulties, *Special Education, Summer Workshops
To improve the quality of instructional programs for handicapped children, this project will attempt to make the Special Education Instructional Materials Center in St. Paul a viable tool to advance the practice of special education in the eastern metropolitan region and to raise the level of professional service. Ten needs that will be met by the project are as follows: (1) to provide personnel to staff the Center, as well as provide regional field representatives, (2) to provide in-service training for teachers and other personnel, (3) to train teachers to diagnose and teach those who have complex learning problems and physical defects, (4) to develop and implement internship-oriented curricula, (5) to assist all special education personnel in the eastern metropolitan area with consultation on methods, (6) to provide professional assistance to teachers and others as to materials and equipment, (7) to provide summer in-service training workshops for special education personnel, (8) to offer a summer workshop to assist regular-class teachers, (9) to provide individualized instruction for approximately 250 handicapped children from the ghetto, (10) to achieve greater public understanding and awareness of the needs of handicapped children. Approximately 400 children will participate in the project, one-third coming from private schools, representing prekindergarten through Grade 12. There will be approximately 92 teachers from both public and private schools who will engage in in-service training. For further information contact Project Director, ESEA Title III, Independent School District No. 625, 615 City Hall, St. Paul, Minnesota 55102. (DB)

ES 100 136

1-12 Supplementary Materials on Minorities.
Rochester Independent School District 535, Minn.
Project Number 33-69-0056
Descriptors—Curriculum Enrichment, *Elementary Education, *Inservice Teacher Education, *Instructional Materials, Language Arts, *Minority Groups, *Secondary Education, Social Studies, Teacher Workshops
An in-service program concerning minority problems will be offered to elementary and secondary school teachers. The scope of this program includes the following activities: (1) examination of social studies and language arts curricula in Grades 1 through 12 to assess the amount and type of minority group studies presented to students, (2) development of teacher guides to supplementary materials regarding minorities, (3) presentation and interpretation to the entire staff the materials developed for inclusion in the curriculum, and (4) inclusion of the developed materials in the curriculum in order that the student's knowledge and understanding of minorities might be broadened and deepened. A workshop for teachers of Grades 1 through 12 will be operated during the summer and will examine and recommend appropriate materials concerning minorities, particularly in the areas of social studies and language arts. An in-ser-

...ation program for the total staff will be provided. For further information, contact Project Director, ESEA Title III, Independent School District #535, Coffman Building, Room 108, Rochester, Minnesota 55901. (CK)

ES 100 137

Services for Handicapped Children.

Minneapolis Special School District Number 1, Minn.
Project Number 33-69-0068

Descriptors—*Educational Diagnosis, *Elementary School Students, *Handicapped Children, Individualized Curriculum, Inservice Teacher Education, *Kindergarten Children, *Secondary School Students, Teaching Skills

A 6-week summer educational diagnostic center for multiply handicapped children will be established. The center will also serve as a facility for the continuing education of teachers involved in the education of these children. This regional center will provide an educational diagnosis and individually prescribed instruction plan for each child evaluated. During the 2-week diagnostic session, a differential diagnosis will be made of the youngster's pattern of intellectual abilities, educational achievements, and difficulties and learning deficiencies. Through evaluation, observation, and teacher-pupil participation in actual learning situations, an individually prescribed educational plan for developing skills and compensatory abilities will be prepared and recommended. This plan will interpret in functional terms the youngster's abilities and difficulties. It will detail the teaching techniques, instructional materials, and equipment appropriate to the child's needs. It is anticipated that a number of the children will be able to return to their local schools. The in-service education program will aim at improving the diagnostic skills of the participating teachers and upgrading their skills in using those kinds of equipment and instructional materials not generally found in regular classrooms. Approximately 100 public and private school children in kindergarten through Grade 12 and 50 staff members engaged in in-service training will participate. For further information, contact Project Director, ESEA Title III, Minneapolis Public Schools, Special School District #1, 807 N.E. Broadway, Minneapolis, Minnesota 55413. (CK)

ES 100 138

Precision Teaching and Self Government.

Minneapolis Special School District Number 1, Minn.
Project Number 33-69-0069

Descriptors—*Academic Achievement, *Behavior Change, Individualized Instruction, Pilot Projects, *School Administration, *Self Directed Groups, *Student Motivation

The development and evaluation of practical school programs of precision teaching and self-government will be the objectives of a pilot program to be carried out in three related areas. These areas are: (1) the development of general systems of motivation; (2) the development of systems of precision self-government; and (3) pinpointing progress in academic work. The attainment of these objectives will (1) compensate for the breakdown of more conventional and informal approaches to motivation under the impact of large numbers of students from extremely different cultural backgrounds; (2) provide a means for effectively maintaining order in the school and a systematic procedure through which racial, cultural, and administrative tensions can be resolved; (3) provide individualized instruction in a school in which the range of ability is extremely large. Approximately 897 public school students in kindergarten through Grade 6 will participate in the project. Teachers who will engage in in-service training will total approximately 250 public school teachers and 70 private school teachers. For further information, contact Project Director, ESEA Title III, Special School District No. 1, Minneapolis Public Schools, 807 N.E. Broadway, Minneapolis, Minnesota 55413. (DB)

ES 100 139

Humanizing Education for District 621.

Saint Paul Independent School District 621, Minn.
Project Number 33-69-0072

Descriptors—*Humanities Instruction, *Individual Development, Inquiry Training, Minority Groups, *Questioning Techniques, *Self Concept

This program will use the information and experiences available through literature, history, the fine arts, sociology, anthropology, and psychology to expose the participating students to the humanities and to train them to focus on the problems of humanity. The inductive or inquiry approach to learning will be used to develop in the student an adequate concept of self. The first phase will consist of a minority history course integrated into an American History and Literature course built around problem areas to be developed chronologically. The second phase will be an interdisciplinary humanities course which will be modernized with a focus on self-perception in relation to groups. The third phase will emphasize minority problems in a 12th grade problems course using a case-studies approach. Provisions will be made for evaluative feedback on an oral basis in weekly discussions involving small groups. The approximate number of students to be involved will be 1,697, all in public schools, covering a grade span from Grade 7 through 12. For further information, contact Project Director, ESEA Title III, Independent School District 621, 1900 West County Road B2, St. Paul, Minnesota 55112. (EJS)

ES 100 140

Special Education Regional Interdistrict Clearinghouse.

Thief River Falls Independent School District 564, Minn.
Project Number 33-69-0075

Descriptors—*Administrative Organization, Child Development, *Clearinghouses, Community Agencies (Public), Diagnostic Teaching, Handicapped Children, *Instructional Materials Centers, *Special Education, *Special Services

Three special education coordinators will be hired to establish systems within each area for developing and operating specialized services. They will assist in designing a Special Education Instructional Materials Center system which will provide in-service help to all teachers on use of specialized materials and techniques for teaching handicapped children. In addition, the center will have as a major focus the educational diagnostician concept which allows for individual child observation and the development of educational prescriptions. A child-study system will be developed to include both an in-school educational focus as well as a community agency dimension with further treatment and study aspects. This would provide a continuum of child study services for children from preschool ages through the school-age years. The approximate number of students to be served is 37,849, covering a grade span from kindergarten through Grade 12, with children from both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, Independent School District No. 564, Box 160, Thief River Falls, Minnesota 56701. (DAS)

ES 100 141

Adjustment Training for Independent Living.

Worthington Independent School District 518, Minn.
Project Number 33-69-0079

Descriptors—*Adjustment (to Environment), *Educable Mentally Handicapped, Individual Development, *Mental Retardation, Skill Development, *Social Adjustment, Social Relations, *Vocational Counseling

An organized summer program will be provided to supplement educational services now being provided educable mental retardates during the regular school term. Experiences for 20 secondary educable mental retardates will be provided in a demonstration project and the results will be compiled for program modification to be used during the regular school year. Areas for training will include: (1) independent living (care of clothing, personal grooming, care of living accommodations, food preparation, use of community resources); (2) social adaptation (use of leisure time, sharing living accommodations, maintaining social contacts, learning acceptable social contact); and (3) vocational orientation (awareness of vocational opportunities, development of skill in using basic tools and equipment, knowledge of job selection and employment related services). The approximate number of students to be served is 20, covering a grade span from Grade 7 through 12, from public schools. For further information, contact Project Director, ESEA Title III, Independent School District 518, 919 Fourth Avenue, Worthington, Minnesota 56187. (DAS)

ES 100 142

Group and Individually Prescribed Instruction for Handicapped Children.

Aberdeen Municipal Separate School District, Miss.
Project Number 34-69-0001.

Descriptors—*Diagnostic Teaching, *Elementary School Students, Group Instruction, *Handicapped Children, Individualized Instruction, Inservice Teacher Education, *Kindergarten Children, *Preschool Children, Teaching Techniques.

Education will be provided for preschool and elementary school age handicapped youth whose particular educational needs have not been met by instructional programs available to them. Early identification of these youth and comprehensive diagnosis and development of instructional prescriptions for each handicapped individual will be implemented. Group and individual instructional procedures will be utilized, and sequential motor and perceptual training will be given. Prereading, prewriting, and prearithmetic activities will be developed in a step-by-step formation. Psycholinguistic development activities and training to develop language and social living skills will be implemented. Individual and group psychotherapy, with emphasis on alleviating deficiencies, will be administered. Professional and paraprofessional personnel will be employed. All personnel will attend a 3-month training session in the summer and undergo continuous in-service training during the school year. Screening and identification procedures and criteria to be used in the location of preschool and school age handicapped youth will be developed. Approximately 250 preschoolers, kindergartners, and children in Grades 1 through 6 and 6 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, Aberdeen Municipal Separate, P.O. Box 149, Aberdeen, Mississippi 39730. (CK)

ES 100 143

Resources and Development Center, Special Education.

Gulfport Municipal Separate School District, Miss.
Project Number 34-69-0007.

Descriptors—*Identification, *Inservice Teacher Education, *Instructional Materials Centers, *Learning Difficulties, *Special Education, Teaching Methods.

A regional special education materials center will be established. This center will provide appropriate materials, methodology, and techniques for special education teachers in the area served and will assist professionals in becoming more adept at identifying special learning problems of children. Specific curriculum materials and techniques for children with learning, social, physical, neurological, and emotional difficulties will be developed. Parents of special education children will be given an opportunity to better understand the needs of their children and to appreciate the school's point of view in serving their children. A strong relationship will be established with another regional special education materials center for purposes of identifying materials and making them available for use by professionals in the project area. Materials and equipment will be made available to teachers on request, and during the delivery of many items, the director and consultant will work with teachers in an effort to upgrade and improve instruction. A materials clerk will accompany the consultant on trips and supervises student activities while the teacher is involved with in-service training. Periodic in-service classes will be scheduled at the materials center; outstanding consultants in the field of special education will conduct these classes. For further information, contact Project Director, ESEA Title III, Gulfport Municipal Separate School District, P.O. Box 220, Gulfport, Mississippi 39501. (CK)

ES 100 144

Science Achievement Emphasis.

Harrison County School District, Gulfport, Miss.
Project Number 34-69-0008.

Descriptors—*Grade 7, Inservice Teacher Education, *Itinerant Teachers, *Laboratory Experiments, *Mobile Educational Services, *Science Education.

A mobile program of laboratory-oriented instruction for the improvement and enrichment of science education at the seventh grade level in five public school districts will be provided. Students will develop skills needed for conducting experimental investigations by participating in laboratory experiments a minimum of two periods per school month. Two itinerant teachers will travel from school to school in science mobiles containing science laboratory materials and equipment in classroom quantities and provide laboratory-oriented instruction for the students in their regular classrooms. One itinerant teacher will serve in the dual capacity of itinerant teacher and program director. Periodic in-service workshops will be provided for participating teachers and supplementary services of cooperating educational institutions and industrial agencies will be utilized. Approximately 2,600 public school students and 30 staff members engaged in in-service training will participate. For further information, contact Project Director, ESEA Title III, Harrison County School District, P.O. Box 1090, Gulfport, Mississippi 39501. (CK)

ES 100 145

Establishment of a Pilot Class for the Emotionally Handicapped Pupil.

Jackson Municipal Separate School District, Miss.
Project Number 34-69-6909.

Descriptors—*Behavior Problems, *Classroom Environment, *Emotionally Disturbed Children, *Inservice Teacher Education, *Screening Tests, Teaching Techniques.

A pilot class for the remediation and education of emotionally handicapped pupils will be established. The general procedure will be to select 10 emotionally handicapped pupils from 8 to 9 1/2 years old, who will be screened educationally, sociopsychologically, psychiatrically, and medically prior to admission to the class. To be staffed by a teacher and a teacher aide, both of whom will receive in-service training, this class will provide to the emotionally handicapped pupil a clinically oriented classroom atmosphere. The curriculum will use a multidisciplinary approach designed to meet the varying educational and emotional needs of the individual pupil. The primary aim of the class will be to assist the pupils to overcome their emotional problems so that they will be able to participate in a regular classroom environment. Special techniques will be used in teaching the pupils, and data will be collected from the classroom teacher regarding each child's behavior. For further information, contact Project Director, ESEA Title III, Jackson Municipal Separate School District, P.O. Box 2338, Jackson, Mississippi 39205. (DB)

ES 100 146

Innovative Exemplary Non-graded Instruction.

Custer County High School, Miles City, Mont.
Project Number 36-69-1003.

Descriptors—Achievement Tests, Consultants, *Curriculum Design, *Educational Innovation, *English Instruction, *High School Curriculum, *Nongraded Classes, Post Testing.

An exemplary program in nongraded instruction for high school English classes will be planned. An English curriculum committee will plan the course of study and prepare for its implementation. This committee will work under the direction of a consultant who will set forth the guidelines for further work. The committee will then spend an additional six weeks in drawing up the course of study to be used in the participating schools. In the Fall, all English students will be given English achievement tests, the results of which, combined with earlier evaluation, will be used to determine the level at which each student will be placed. In the Spring, students will be retested to determine the degree of improvement that has been accomplished. At the close of the school year, the results of the year's work will be published together with a description of the procedure necessary to set up and implement a program in nongraded instruction. This will be distributed to faculty and administrators of neighboring counties. The approximate number of students to be served is 1,170, covering a grade span from Grade 7 through 12, with children from both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, Custer County High School, 20 S. Center, Miles City, Montana 59301. (DAS)

ES 100 147

Flexible Scheduling and Individualized Instruction
Nashua High School District 13E Mont
Project Number 38-69-1004
Descriptors—Academic Achievement *Evaluation Techniques *Flexible Scheduling High School Students *Individualized Instruction *Inservice Teacher Education *Underachievers
To bring about a significant change in the achievement level of 20 freshman and sophomore public high school students, a program will be set up so that each student will receive individual attention and his individual needs will be met. Areas of underachievement to be considered will be English and science. The underachievers will be identified through intelligence tests, achievement tests, and teacher observation and rating. Posttest scores and teacher evaluation will be used in considering the success of the program in overcoming underachievement. Class structure will differ according to the activity which is to take place. In-service training programs will be conducted by two consultants for the approximately 11 teachers who will participate in the program and the 1 paraprofessional who will be engaged. It is hoped that the program will: (1) provide the fostering of greater individual self-direction and self-responsibility, (2) foster improved study skills and attitudes toward both study and school, (3) increase the ability of the student to think critically, (4) provide for the individual student a program geared to his needs, interests, and maturity level. For further information, contact Project Director, ESEA Title III, Nashua High School District 13 E. Nashua, Montana 59248. (DB)

ES 100 148

Preschool Program for the Handicapped.
Clark County School District Las Vegas Nev
Project Number 38-69-0201
Descriptors—Demonstrations (Educational) *Handicapped Children, Parent Education, Parent Teacher Conferences, *Preschool Evaluation, *Preschool Programs, *Readiness, Regular Class Placement, *Self Care Skills
This project should develop self-care skills among preschool-aged handicapped children to make it possible for them to attend school. Instructional activities will be conducted during the day in two three-hour sessions by a qualified teacher with the assistance of a teacher aide. Each child will be assessed as to abilities and needs, using modifications of existing instruments or, where indicated, new instruments. The project staff will include the teacher, social worker, speech and hearing therapist, nurse, psychologist, audiologist, and physical therapist. The parent-education program will include individual and group sessions; demonstration programs for the parents will be conducted twice during the year. The progress of each child will be reported at the end of each quarter at an individual parent conference. At the conclusion of the program, all staff will participate in the evaluation of each child for correct placement in a formal education program. The approximate number of students to be served is 13 prekindergarten children. For further information, contact Project Director, ESEA Title III, Clark County School District, 2832 East Flamingo Road, Las Vegas, Nevada 89109. (DAS)

ES 100 149

Prescribed Instruction in Physical Education (PIPE)
Washoe County School District Reno Nev
Project Number 38-69-1602
Descriptors—*Curriculum Guides, *Diagnostic Teaching, *Handicapped Students, Physical Development, *Physical Education, *Physically Handicapped, Self Concept, Special Health Problems
A certified physical therapist will design "Individually Prescribed Instruction" in order to provide an opportunity for students who would normally be excused from regular physical education classes to participate in an individual program of adaptive physical education. As the students progress beyond the special-needs level served by this program, they should be able to make the transition to a regular physical education program. It is expected that each student will become more aware of his individual handicap and its physical limitations through guidance in the development of personal goals, both physical and social. A curriculum guide in adaptive physical development will be written for use by schools as a framework for initiating such a program. The approximate number of students to be served is 277, covering a grade span from Grade 7 through 12, in public schools. For further information, contact Project Director, ESEA Title III, Washoe County School District, 425 East Ninth Street, Reno, Nevada 89502. (DAS)

ES 100 150

Project SOLVE.
New Hampshire Supervisory Union 56 Somersworth
Project Number 39-69-0001
Descriptors—Behavioral Objectives, Child Development, *Instructional Materials, *Primary Education, Program Evaluation, *Small Group Instruction, *Teacher Workshops, *Teaching Techniques, Team Teaching
Two separate workshops will meet to facilitate discussion between principals and their teachers. The first workshop will focus on the following areas of interest: (1) a variety of methods of working with small groups of individuals in the primary areas, (2) an understanding of the technology (media) that would be utilized in the different styles of teaching, (3) ability to team with others, particularly other teachers and teacher aides, (4) a familiarity with sequential content taught in the primary areas, (5) ability to understand and utilize instructional materials on an individualized basis, (6) cognizance of child development theory. The second workshop will cover the following behavioral objectives: (1) Teachers will become familiar with the types and organizations of team teaching. (2) Teachers will select a teaming organization and organize themselves. (3) Teachers will schedule and group their students. (4) Teachers will read about study and work with individualization of curriculum. (5) Teachers will receive input on the utilization of aides. (6) Aides will learn their function in the open concept school, and (7) Teachers will evaluate curriculum materials. Preproject and postproject surveys designed to measure the learner's attitude toward children, change, and various learning situations will be conducted. For further information, contact Project Director, ESEA Title III, Somersworth Supervisory Union #56, Memorial Drive, Somersworth, New Hampshire 03878. (CK)

ES 100 151

Project ARISE
New Hampshire Supervisory Union 9 North Conway
Project Number 39-69-0002
Descriptors—*Educational Finance, *Interagency Cooperation, *Planning
A cooperative central agency for educational services to serve seven school unions will be established. In conjunction with this activity, four specific areas of interunion educational needs will be studied, and business procedures will be established. Multiple funding sources for the preparation and writing of a Title III operational grant proposal to support this agency will be investigated. The planning grant activities will be carried out by a small planning grant committee acting on behalf of the seven cooperating superintendents. This committee will be made up of one superintendent and/or assistant superintendent, one principal, and the present Title III Director. The committee will pursue the following activities: (1) make necessary surveys of the cooperating unions to establish priority needs and evaluate projects suitable for interunion service in order to select the activities to be conducted under the grant, (2) determine a workable business format for the central agency and its lay board of directors, (3) investigate sources of funding other than Title III, (4) write and submit for superintendent's approval a final proposal, and (5) conduct a public relations campaign with both school boards and communities regarding the grant activities prior to the beginning of the operational grant. For further information, contact Project Director, ESEA Title III, Supervisory Union #9, North Conway, N.H. 03860. (CK)

ES 100 152

Preschool Enrichment Program
New Hampshire Supervisory Union 14 Epping
Project Number 39-69-0005
Descriptors—Child Development, *Home Visits, *Kindergarten Children, *Learning Readiness, *Parent Participation, *Preschool Children

School readiness of preschool children and parents ability to prepare their children for school entry will be improved. Methods of utilizing community resources to improve preschoolers readiness will be developed. The effectiveness of two programs (a lecture program and a modeling reinforcement program) in preparing children for school entry will be evaluated. A college-age student trained in preschool education will meet with the children in their homes for several hours. The child development worker will assess the child's development and determine developmental needs. With the help of a supervisor, the worker will plan a program for the child that will improve school readiness and then carry it out in the home. Community agencies will be advised of the developmental needs of the child and the activities they can provide for the child. Day care centers, Head Start programs, public health services, schools, and other groups will be consulted. The child development worker will also model for the parents ways of teaching their children. Parents who can not be in the home visit program will be invited to lectures on the parents' role in preparing their children for school. Approximately 800 preschoolers and kindergartners, 400 adults, and 46 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, R.F.D. Epping, N.H. 03042. (CA)

ES 100 153

A Teacher Training Project in Behavioral Engineering for Handicapped Children.

Teaneck Board of Education, N.J.

Project Number 40-69-0101

Descriptors—*Audiovisual Aids; *Behavior Change; Class Management; Consultation Programs; *Handicapped Children; *Inservice Teacher Education; Learning Disabilities; *Learning Theories; Observation; Workshops

A comprehensive in-service training program in behavioral engineering, utilizing video and audio tapes, weekend workshops, observation of a model classroom, weekly lectures and seminars, and continuing consultation in the teachers' classrooms on program implementation will be provided in the school system. A maximum number of academically and behaviorally handicapped children in all diagnostic categories will be serviced. The services will also be available to regular class teachers who are experiencing management difficulties in their classes. The approximate number of students to be served is 155, covering a grade span from Grade 1 through 12, in public schools. For further information, contact Project Director, ESEA Title III, Teaneck Public School System, Teaneck Town House, Teaneck Road, Teaneck, New Jersey 07666. (DAS)

ES 100 154

Educational Services for Pregnant Teenagers.

New Brunswick Board of Education, N.J.

Project Number 40-69-0102

Descriptors—Consumer Education; Guidance Services; Homemaking Skills; *Individual Instruction; *Parent Education; Peer Groups; *Pregnancy; *Services; *Teenagers

Identifiers—Family Learning Center

This program will provide an educational service for the pregnant teenager. Prior to her need to interrupt her school attendance, the pregnant student will join the Family Learning Center to begin the preparation for a healthy prepartum experience. Upon separation from school, she will continue to receive shortened academic instruction at the Center along with parent education, homemaking preparation for delivery, and guidance in infant care. Before returning to school, she will continue at the Center receiving further instruction in homemaking and consumer economics, health education, and child-rearing practices. The approximate number of students who will be served is 44, covering an age span of 15 to 19 years. For further information, contact Project Director, ESEA Title III, New Brunswick Board of Education, 24 Bayard Street, New Brunswick, New Jersey 08901. (DAS)

ES 100 155

Innovative, Developmental, Educational Audio-Speech Project.

Carteret Board of Education, N.J.

Project Number 40-69-0103

Descriptors—*Auditory Training; *Aurally Handicapped; Diagnostic Tests; *Handicapped Children; Itinerant Clinics; *Speech Handicapped; *Speech Therapy

A complete diagnostic and therapeutic service will be established for all types and severities of speech and hearing handicapped children through the use of a diagnostic center and of satellite mobile units to meet their therapy needs. The children will be selected for the program on the basis of screening and referrals by teachers and by others. The services rendered will include speech therapy, lip reading, auditory training, vocal rehabilitation, language enrichment, and speech improvement. These services will be given by itinerant speech clinicians who will travel to the selected schools. A speech and hearing clinic will provide intensive training for the acoustically handicapped children and complete diagnostic speech and language evaluations. The children in the itinerant therapy program will receive intensive therapy daily, if needed; the acoustically handicapped will receive intensive therapy four times a week. Program evaluation will include pre- and post-testing of all children, as well as judgments of the children, parents, teachers, and administrators as to the program's effectiveness. Approximately 620 children, from preschool to Grade 12, will participate in the program from both public and private schools. The staff will consist of five speech and hearing therapists, one speech pathologist, and consultants. For further information, contact Project Director, ESEA Title III, Carteret Board of Education, A. Lincoln School, Carteret Avenue, Carteret, New Jersey 07008. (DB)

ES 100 156

A Community Resources Center for Children with Handicaps or Learning Disabilities.

Passaic County Board of Education, Paterson, N.J.

Project Number 40-69-0104

Descriptors—Behavioral Counseling; *Community Resources; *Diagnostic Teaching; *Handicapped Children; *Identification; Inservice Programs; Laboratory Training; *Learning Disabilities; Research Opportunities

The community resources center will attempt to guarantee equality of educational opportunity to children with handicaps and learning disabilities. It will provide a focus through which resources can be channeled and programmed. It will establish appropriate early identification-diagnostic and teaching systems. It will provide professionals, paraprofessionals, and neighborhood residents with in-service opportunities in the full spectrum of human behavior and behavior management. It will provide an opportunity for colleges to participate in the life of a living laboratory. It will provide for curriculum and media development. It will provide for research opportunities, and it will provide a model for the state and nation. The approximate number of students to be served is 3,000, covering a grade span from Grade 1 through 12, with children from both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, Board of Education of the Vocational School in the County of Passaic, 137 Ellison Street, Paterson, New Jersey 07505. (DAS)

ES 100 157

School-Home Television: Preschool Hearing Handicapped.

Willingboro Public School District, N.J.

Project Number 40-69-0105

Descriptors—*Deaf Children; Demonstration Programs; Feedback; Information Dissemination; Parent Counseling; *Parent Participation; *Preschool Children; *Television; Therapy; *Video Tape Recordings

The project will develop, as a demonstration model, a series of videotaped programs to include therapy for the hearing-impaired preschool child and counseling for his parents. The primary vehicle of communication will be school-to-home television. Parents will receive information, training, and counseling over television and will be expected to attend meetings and to conduct follow-up activities with the children at home. The meetings will be utilized for orientation purposes, feedback sessions for review and evaluation, distribution of materials, and additional training. An evaluation team will set up guidelines to determine successes and shortcomings. Dissemination will be an important part of the project. It is planned to develop news

releases photographs brochures videotapes and a visitation schedule This project will be available to the homes of all preschool children in the eight county South Jersey area These children will enter public as well as nonpublic schools For further information contact Project Director ESEA Title III Willingboro Public Schools Rixer Delaware Building Route 130 Willingboro New Jersey 08046 (DAS)

ES 100 158

A Regional Model Demonstration Program for the Handicapped.
Margate City Board of Education N J
Project Number 40-69-0106
Descriptors—Data Bases *Demonstration Programs Educational Programs *Feedback *Handicapped Students Needs *Special Education
This project will attempt to improve special education services in the eight-county South Jersey region A master plan will be prepared with provisions for annual review and updating In addition selected demonstration programs will be designed and initiated They will be implemented as project personnel determine the need for the necessary training and service programs The approximate number of students to be served is 1 430 000 covering a grade span from kindergarten through Grade 12 with children from both public and nonpublic schools participating For further information contact Project Director ESEA Title III Margate City Board of Education Granville Avenue School Margate City New Jersey 08402 (DAS)

ES 100 159

BOCES III Intercultural Relations Council.
Suffolk County Board of Cooperative Educational Services Dix Hills N Y
Project Number 42-69-0925
Descriptors—Educational Quality *Elementary School Students *Intercultural Programs *Kindergarten Children *School Integration *Secondary School Students
A representative interdistrict Intercultural Relations Council will be utilized to reduce and reverse the trend toward racial isolation reduce racial imbalance and promote appreciation and support for quality integrated education among community members and educators in the area served Information training and professional assistance will be provided by the professional staff members of the council as well as by council members themselves These activities are aimed at (1) developing outstanding members of the Intercultural Relations Council who can function as a team without the great emotionalism that too often characterizes such councils and (2) developing and assisting local districts to develop intradistrict and interdistrict educational policies activities and programs that promote better intercultural education and relations A total of 151 057 public and private school students in kindergarten through Grade 12 and 250 staff members engaged in in-service training will participate For further information contact Project Director ESEA Title III Board of Cooperative Educational Services III 507 Deer Park Road Dix Hills New York 11746 (CK)

ES 100 160

The Motion Picture as a Medium for Communication and Learning.
Rockland County Union Free School District 8 Nanuet N Y
Project Number 42-69-0916
Descriptors—*Communication Skills *Emotional Adjustment *Film Production *Inductive Methods Learning Activities *Secondary School Students Social Adjustment
An attempt will be made to help children who have reading writing and speech difficulties as well as difficulties in emotional and social adjustment Frustration and unrest among these students will be alleviated as they gain a sense of achievement Inductive teaching methods will be used and film-making and production will be an actual part of this project Through self-made movies a new learning environment will be created that activates the student to create and communicate Editing preparing titles and other technical phases of the operation will be part of the process Most important however will be the concentration on discovering new things to photograph new areas of interest and new ways of learning to live with one's environment and finding outlets through which to develop new understandings and appreciation Field trips will be conducted and commercial and noncommercial films will be evaluated Other activities will include (1) planning of group projects involving discussion and writing (2) communication via letter writing and telephone (3) preparation of original scripts (4) acting and narrating of films and (5) reading and discussion of manuals and directions for use of equipment Approximately 40 public school students in the secondary grades will participate For further information contact Project Director ESEA Title III Rockland Regional Educational Center 46 College Avenue Nanuet New York 10954 (CK)

ES 100 161

Sixth Graders Train Early Graders.
New York City Board of Education Brooklyn N Y
Project Number 42-69-0938
Descriptors—*Elementary School Students *Instructional Innovation *Kindergarten Children *Reading Achievement *Teaching Methods *Tutoring
An attempt will be made to upgrade the reading achievement of kindergartners and children in the first and second grades Skills in reading spelling and writing will be developed The project is planned to cover 3 years Two major innovations will be featured (1) the introduction of two new reading methodologies one for reading readiness and the other for formal teaching of reading in the first and second grades and (2) the use of sixth grade children to tutor primary grade pupils The procedures to be used in the first year will include the utilization of an Auditory Perception Kit in the kindergarten to develop pupils' auditory discrimination of the separate phonemes and their ability to blend these separate sounds into words The kit employs toy objects to stand for sounds e g toy apple for short a An Intersensory Reading Method will be utilized This method is a structured quasi-programmed reading method that teaches reading spelling and writing around the same concept utilizing visual auditory kinesthetic and motor modalities One coordinator will be needed to carry out this program Approximately 31 public school children will participate For further information contact Project Director ESEA Title III New York City Board of Education 110 Livingston Street Brooklyn New York (CK)

ES 100 162

Language Development: An Early Program.
New York City Board of Education Bronx N Y
Project Number 42-69-0935
Descriptors—*Disadvantaged Youth *Language Development Mothers *Nursery Schools *Parent Participation *Preschool Children
Disadvantaged children their mothers and siblings will receive assistance in language development A nursery school classroom and materials will be needed for the project Two other rooms will also be needed one for the mothers of the children in the project and one for preschool siblings of the children The children who would participate would be 1-1/2 to 2 years of age They would come to school five times a week for one hour each time A trained nursery school teacher would work with this group of 8 to 10 children assisted by college students on a one-to-one basis While these children are in one room their mothers will receive instruction from another trained nursery school teacher (and consultants) in such areas as how to help their children communicate better when and how to read a story and how to keep their children healthy The preschool siblings would be in a third room with babysitters and aides There will be three groups each coming five days a week Approximately 30 children 30 parents and 30 preschool siblings will participate For further information contact Project Director ESEA Title III 965 Longwood Avenue Bronx N Y 10459 (CK)

ES 100 163

Integrated Business Program.
Waterford-Halfmoon School District N Y
Project Number 42-69-0906
Descriptors—*Business Education Demonstration Programs *Dropout Prevention *High School Students

instructional innovation, "Integrated Curriculum, Nongraded System, "Vocational Education

Educational opportunities in high schools will be improved through the development and demonstration of a nongraded, modular, self-paced, student-oriented, occupationally designed program that (1) is devised to meet the potential dropout in school, and (2) makes it possible to provide full vocational business training to students from all economic levels in any high school that has at least one business teacher. Linear courses will be integrated into a 4 year continuum utilizing innovative self paced teaching learning techniques and materials. Approximately 47 students in Grades 9 through 12 and 2 staff members engaged in in-service training will participate. For further information, contact Project Director, ESEA Title III, Waterford-Halfmoon School District, 125 Middletown Road, Waterford, New York 12188. (CK)

ES 100 164

Regional Information Exchange for the Handicapped

Westchester County Board of Cooperative Educational Services, Port Chester, N.Y.

Project Number 42-69-0802

Descriptors: "Computer Storage Devices, "Data Bases, "Educational Improvement, "Handicapped Children, "Information Centers, Social Services

Identifiers: New York, Westchester County,

All pertinent data on handicapped children and services for the handicapped in Westchester County will be collected in a centralized computer bank. The data will be available at all times as a resource for school program planning, to help predict future funding needs, teacher recruitment, and teacher training, to serve local colleges and universities in their research and programming, to encourage preventive services by tracing preschool age handicapped children, and to draw the attention of social and health agencies to future demands on their services. Through the efforts of this project, education for the handicapped should be improved, and gaps in existing programs and services for the handicapped can be delineated. The project staff will consist of a project director and two research assistants who will be responsible for the data collection, processing, and dissemination functions. Two types of program evaluations will be carried out, a process evaluation and an outside-team evaluation. Approximately 166,559 students will be enrolled in public schools and 48,666 will be enrolled in private schools in the geographic area served. For further information, contact Project Director, ESEA Title III, Board of Cooperative Educational Services, 2nd Supervisory District, 17 Berkley Drive, Port Chester, New York 10573. (DB)

ES 100 165

The Establishment of a Center for Multiple-Handicapped Children.

New York City Board of Education, Brooklyn, N.Y.

Project Number 42-69-0819

Descriptors: "Ancillary Services, "Educational Facilities, Elementary School Students, "Handicapped Children, Inservice Programs, Interdisciplinary Approach, Medical Services, "Multiply Handicapped, Preschool Children, Remedial Instruction

The Multiple Handicapped Center will attempt to establish an optimal educational program, facilities and supporting services for multiple handicapped pupils of preschool and elementary school age whose needs are not being met and cannot be met in existing special classes or programs. The activities to be utilized to achieve this goal include: (1) consultation with representatives of community organizations and colleges, (2) adaptations of the best features of current programs, (3) intensive review of available surveys and records, (4) selection and renovation of a specific building, (5) development of eligibility criteria and initial screening procedures, (6) development of total profile for educational evaluation and placement, (7) development of in-service training programs, and (8) establishment of a total educational program coordinated with medical, therapeutic, and remedial services. The approximate number of students to be served is 350, covering a grade span from preschool through Grade 6, with children from both public and nonpublic schools participating. For further information contact Project Director, ESEA Title III, New York City Board of Education, 110 Livingston Street, Brooklyn, New York 11201. (DAS)

ES 100 166

Planning-Programming-Budgeting System Model

Maryvale Central School District, Cheektowaga, N.Y.

Project Number 42-69-0903

Descriptors: "Budgeting, Cost Effectiveness, Demonstration Projects, Models, "Operations Research, Pilot Projects, "Planning, "Programing, "Systems Approach

This project will invent an operational model for the use of Planning-Programming-Budgeting Systems (PPBS) in local school districts and will pilot test the PPBS model in a selected school district. The Maryvale school system will serve as a prototype for the invention and pilot demonstration of the PPBS model. The project staff will prepare a state-of-the-art report on PPBS and will disseminate it to the target population, will design the planning, programming, and budgeting components of the PPBS model, will train and counsel pilot school district program managers in implementing selected programs, will refine the model as indicated by experience, will train a PPBS analyst to serve as a bridge from this project to a regional organization, and will disseminate the results of the project findings. The target population comprises 106 public school districts in an eight-county region, and all of the nonpublic schools in that region. For further information, contact Project Director, ESEA Title III, Maryvale Central School District, 1050 Maryvale Drive, Cheektowaga, New York 14225. (DAS)

ES 100 167

Experiment in Deficit Grouping

Washington County Board of Education, Granville, N.Y.

Project Number 42-69-0910

Descriptors: "Achievement Tests, Diagnostic Teaching, "Educational Diagnosis, "Guidance Service, Learning Centers, Individualized Instruction, "Learning Disabilities, Parent Participation, Preschool Children, "Special Education

The Education Services Center will function primarily as a special education diagnostic and prescription generating center for children handicapped by learning disabilities. It should help them through the identification of their specific deficits, through the preparation of prescriptive corrective activities, and through the implementation of direct action approaches. The parents of the handicapped children will be involved through home visits and regular meetings so that they can increase their understanding of their children's problems. Efforts at deficit removal will be made through the improvement of the regular classroom curriculum and a program aimed at participants in the Head Start program. The approximate number of students to be served is 5,011, covering a grade span from kindergarten through Grade 12, in public schools. For further information, contact Project Director, ESEA Title III, Granville Central School, 4 Quaker Street, Granville Central School, Granville, New York 12832. (DAS)

ES 100 168

To Provide Services to the Handicapped

Middle County School District 11, Centereach, N.Y.

Project Number DPSC-69-1782

Descriptors: "Academic, "Achievement, Curriculum Development, "Handicapped Children, "Inservice Teacher Education, "Motor Development, "Sensory Training, Social Development

This project will attempt to raise the ability to achieve both physically and academically, of the school district's handicapped youngsters, through a regular planned program in the area of sensory-motor perception. Activities that will be employed in achieving this objective are: (1) a thorough screening of each child, (2) in-service training for staff members and parents, (3) continuous work on the development of curriculum materials, (4) daily physical education classes, (5) a summer school program, (6) field trips to cultural centers. Periodic evaluations will be made as to the children's improvement in gross and sensory motor perception, growth in academic achievement, and social and emotional growth. Approximately 330 children will participate in the project, representing both public and private schools, enrolled in kindergarten through Grade 12. In addition, approximately 37 staff members will be engaged in in-service training. For further information, contact Project Director, ESEA Title III,

Middle County School District #11, Forty-third Street, Centereach, L. I., New York 11720. (DB)

ES 100 169

Training Blind Students as Computer Programmers

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Project Number DPSC-69-6780

Descriptors—*Blind; *Grade 12; *Partially Sighted; *Programing; *Vocational Education

A two-year course in computer programming for legally blind and limited vision students will be given. Commercial firms will be encouraged to hire graduates of the course. Each step of the program will be subject to evaluation, and all successful techniques will receive wide dissemination. In the planning phase the following activities will take place: (1) development of curriculum and teaching techniques; (2) testing to identify those students qualified for the training; (3) compilation of a list of firms amenable to hiring the blind; (4) development of evaluative techniques; and (5) selection of a device to translate printouts into Braille. A total of 123 public school students in Grade 12 and two staff members receiving in service training will participate in the program. For further information, contact: Project Director, ESEA Title III, Board of Cooperative Educational Services, 131 Jericho Turnpike, Jericho, New York 11753. (CK)

ES 100 170

Teacher Training for Educating Emotionally Disturbed Students in Chenango County

Chenango County Board of Cooperative Educational Services, Norwich, N.Y.

Project Number DPSC-69-6776

Descriptors—*Elementary School Students; *Emotionally Disturbed; *Inservice Teacher Education; *Kindergarten Children; *Secondary School Students; Sensitivity Training

Ways of dealing with the needs of emotionally disturbed children will be developed in this project. The county school system will be surveyed in an effort to identify teachers who would be willing to work in a program for the emotionally disturbed and to determine the needs and necessity of support of such a program. Orientation programs will be conducted to determine administrative readiness and means of providing physical and fiscal support. Demonstration centers will be used. Teachers will undergo sensitivity training to become oriented to the needs of the emotionally disturbed. Each teacher in the program will devote two afternoons a week to the training and the rest of her time in the home school. A total of 16,393 public and private school children in kindergarten through Grade 12 will participate. For further information, contact: Project Director, ESEA Title III, Board of Cooperative Educational Services, Chenango County Office Building, Norwich, New York 13815. (CK)

ES 100 171

Comprehensive Aftercare Project

Greenburgh Union Free School District 11, Dobbs Ferry, N.Y.

Project Number DPSC-69-6783

Descriptors—*Emotionally Disturbed; *Family Counseling; *Handicapped Students; *Learning Disabilities; *Socially Maladjusted Student Needs

In an attempt to reach out to handicapped boys who have been discharged from a residential center as well as to provide services to their families, this project will furnish a variety of services made possible through the skills and varied experiences of a selected staff. The boys are emotionally and socially disturbed, and have returned to the ghetto areas of New York City following their release from The Children's Village. Using a family centered approach, the project will help those who do not ordinarily seek help in spite of obvious needs. Approximately 100 parents and 50 boys in Grades 7-12 will be seen on a regularly scheduled basis. Therapeutic counseling sessions will be held, and tutorial and remedial services will be provided. In addition, a Learning Disabilities Laboratory will be established to provide assistance in identifying educational needs as well as to provide assistance in the implementation of educational programs. Vocational information, placement, and continuous follow up will be provided to insure job success and career planning. A "job file" will be established for boys within the 14 to 16 years of age group. The staff will consist of five part-time counselors, a full-time counselor, a director, two consultants, and social caseworkers who are employed by The Children's Village. For further information, contact: Project Director, Union Free School District, Greenburgh Number Eleven, The Children's Village, Dobbs Ferry, New York. (DB)

ES 100 172

Psycho-Educational Diagnostic and Treatment Implementation Center (PEDANTiC)

Suffolk County Board of Cooperative Educational Services, Huntington, N.Y.

Project Number DPSC-69-6792

Descriptors—*Clinics; Community Health Services; *Educational Diagnosis; *Handicapped Students; Information Dissemination; *Learning Disabilities; Physically Handicapped; *Psychoeducational Processes; Rehabilitation; Special Education

A comprehensive psychoeducational diagnostic and treatment implementation center will be developed to serve the handicapped student population of the county. These students will be referred to the center because of a learning disability of a perceptual, conceptual, or coordinative nature caused by a physical disability. Through a formal relationship between a community health center and a local education agency, provision will be made for total clinical and educational diagnostic, evaluative treatment, and special education liaison between the center and the student's home district will be established so that an effective follow up plan can be developed. In addition there will an on-going evaluation of the effectiveness of the center's total activities, as well as programmed dissemination of all information relative to the approach being used. The approximate number of students to be served is 305,650, covering a grade span from kindergarten through Grade 12, with children from both public and nonpublic schools participating. For further information, contact: Project Director, ESEA Title III, Bus ES III, Deep Park Road (Dix Hills), Huntington, New York 11746. (DAS)

ES 100 173

A School-Community Approach to Improve Ethnic-Racial Relations

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Project Number 42-69-0929

Descriptors—*Curriculum Development; *Ethnic Relations; *Human Relations; *Race Relations; *School Community Cooperation; Sensitivity Training

This project will concern the improvement of racial and ethnic relations. This objective will be effected by improving: (1) the self-concepts of students; (2) the concepts of others of students, school administrators, racial-ethnic groups, community leaders, and parents of minority and non-minority groups; (3) the achievement of students in low socioeconomic minority groups; (4) the sensitivity of school administrators, teachers, students, and community leaders to the needs of racial-ethnic minority students; (5) the attitude of the students toward the school and the community. The means by which these changes will be brought about are: (1) human relations experiences (sensitivity training) for combined groups of school administrators, members of the Board of Education, and faculty leaders; (2) task-oriented human relations experiences (sensitivity training) for teachers, student, and civil leaders who will cooperate and participate in writing a new multiethnic racial minority curriculum for the 5th through 11 grades; (3) a new pilot curriculum which emphasizes the roles played in American and world history by members of minority groups. Approximately 2,039 public school students in Grades 1 through 12 and 590 private school students in the same grade range will participate in the project, of which 529 will be Negro, 100 Puerto Rican, and 2,000 Whites. For further information, contact: Project Director, ESEA Title III, Board of Cooperative Educational Services, Nassau County, 131 Jericho Turnpike, Jericho, New York 11753. (DB)

ES 100 174

Educationally Handicapped Early Adolescent Program (EHEAP)

Oneida City Schools, N.Y.

Project Number 42-69-0923

Descriptors—Academic Achievement, *Adolescents, *Curriculum Development, *Educational Therapy, In-service Teacher Education, *Learning Activities, *Low Achievers, Teaching Techniques

A program will be set up for early adolescents with special educational handicaps resulting from perceptual problems, meager environment, borderline mental retardation, poor adjustment, or lack of motivation. The program should develop effective teaching methods and techniques, as well as innovative programs, curriculum materials, and resource centers. Other program objectives are to improve teacher skills and understanding and the attitudes and achievement of the pupils. Materials developed by the project will be disseminated to other regional schools. To carry out these objectives, four demonstration centers will be set up, together with a Developmental Learning Center. Student selection will be based on unsatisfactory school records, unsatisfactory school attitudes, a severe lag between achievement and ability, borderline mental retardation, or having been identified as a problem or potential dropout. Learning activities will be designed to meet the individual needs of each student. Approximately 115 public school students in Grades 7 through 12 will participate in the demonstration classes, and approximately 7,866 students in the same grade span in both public and private schools will participate via application of the project learnings to their programs. A staff of approximately 20 will be engaged in in-service training. For further information, contact Project Director, ESEA Title III, Oneida City Schools, 226 Main Street, Oneida, New York 13421. (DB)

ES 100 175

Professional Agreements Experiment (PAX).

Suffolk County Second Supervisory District, Patchogue, N.Y.

Project Number 42-69-0917

Descriptors—*Clearinghouses, *Collective Negotiation, Experimental Programs, *Information Services, *Teacher Administrator Relationship, *Teacher Militancy

To meet the need of preventing school board--teacher disputes that cause disruptions of the educational process, an experimental program will be carried out. The objectives will be to: (1) develop a supportive climate for the adoption of integrative bargaining principles and procedures; (2) provide a nonpartisan clearinghouse for collection and dissemination of information and the design and development of innovative negotiating procedures; (3) provide nonpartisan information services from a neutral source; (4) facilitate the adoption of integrative bargaining; (5) introduce innovative negotiating procedures based on the integrative bargaining model. To accomplish these objectives, a Regional Teask Force on School Board--Teacher Negotiations will be established, as will a Regional Clearinghouse for the collection and dissemination of collective negotiations information and for the provision of information services. A Project Director, Assistant Project Director, and Librarian/Information Specialist will be engaged to implement the program. Approximately 160 local educational agencies will be served by the project. For further information, contact Project Director, ESEA Title III, Secondary Supervisory District of Suffolk County, 201 Sunrise Highway, Patchogue, New York 11772. (DB)

ES 100 176

(SWAP) Shared Work Approach to Prescription.

Middletown City School District, N.Y.

Project Number 42-69-0914

Descriptors—*Ability Identification, *Administrative Personnel, *Cooperative Planning, *Diagnostic Teaching, Educational Problems, *Individual Instruction, Information Dissemination, Inservice Teacher Education, Mathematics, Reading Instruction

In order to instruct students at learning levels commensurate with their ability and achievement, an effort will be made to try out and assess the efficiency of the individually prescribed instruction (IPI) approach. This will also be an attempt at interdistrict cooperation in planning and implementing solutions to a common educational problem. There will be joint training of both administrator and teacher participants. The IPI in math in specified randomly selected class groups and the IPI reading in parallel groups, with suitable control groups, will be implemented. In addition to the intervisitation of participating personnel, there will be continuing evaluation and dissemination. The number of students to be served is 150, covering a grade span from Grade 1 through 6, in public schools. For further information, contact Project Director, ESEA Title III, Enlarged City School District of the City of Middletown, New York 10940. (DAS)

ES 100 177

Pilot Drug Abuse Prevention Project.

New York City Board of Education, Brooklyn, N.Y.

Project Number 42-69-0933

Descriptors—*Committees, *Drug Abuse, *Pilot Projects, *Secondary School Students

An ad hoc committee, consisting of school personnel, parents, other community residents, students, and a staff resource person will assume responsibility for the problem of drug abuse and its prevention in a high school and a junior high. The committee will study the extent and nature of the problem in the two schools undergoing basic training in relation to the problem, and implementing measures within the schools to deal with the problem. These measures include intensive training for school personnel, parents, and students in how to deal with the problem; the development of ongoing programs for the identification and treatment of youngsters in the schools who are evidencing preaddictive behavior; the development of curriculum modification; and other projects, all tailored to the specific needs and resources of the schools. A total of 6,916 public and private school students in Grades 7 through 12 will participate in the project. For further information, contact Project Director, ESEA Title III, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York 11201. (CK)

ES 100 179

Enrichment Program for Handicapped and Deprived Children.

Herkimer County Board of Cooperative Educational Services, Herkimer, N.Y.

Project Number DPSC-69-6794

Descriptors—Disadvantaged Youth, *Elementary School Students, *Enrichment Programs, Handicapped Children, *Kindergarten Children, *Preschool Children, Program Evaluation, *Secondary School Students, Summer Schools

An enrichment program for handicapped and deprived children will be provided. This program will make use of summer vacations to prevent academic and social regression by reinforcement of knowledge gained during the regular school year. The summer schedule will include: (1) a developmental program for preschool pupils; (2) physical education; (3) arts and crafts; and (4) academic and cultural enrichment programs. Integration of children of migrant worker families into these summer classes will be a feature of the program. During the school year, the curriculum will include: (1) enrichment activities for preschool pupils; (2) trips and explorations; (3) physical and social development activities; and (4) tutoring or general sessions of academic assistance. Staff members will receive orientation through staff meetings. Evaluation of the program will be conducted through staff and pupil conferences and by measuring the reactions of parents, administrators, and community service personnel. Approximately 716 preschoolers, kindergartners, children in Grades 1 through 12, and 28 staff members engaged in in-service training will participate in the program. Both public and private schoolchildren will be included. For further information, contact Project Director, ESEA Title III, Herkimer County BOCES, P.O. Box 592, Herkimer, N.Y. 13350. (CK)

ES 100 181

Field Trips on Film.

Clinton/Essex County Board of Cooperative Educational Services, Ellenberg Depot, N.Y.

Project Number DPSC-69-6786

Descriptors—*Audiovisual Aids, *Behavioral Objectives, Behavior Change, *Field Trips, *Film Production, *Handicapped Children

Action-oriented instruction and practical curriculum enrichment will be provided to handicapped children. The media to be used are 16-mm and Super-8 sound films. Each film will run approximately 10 minutes, will

feature specific behavioral objectives and incorporate sound and action sequences designed to stimulate the behavioral changes essential to learning. The subject matter will broaden the child's horizons while maintaining the familiarity of his environment. Each Field Trips on Film subject is produced in parallel tests: (1) a standard version, and (2) a classmate edition, in which details are summarized and instructional actions repeated for high interest-low vocabulary readers and nonreaders. The films will prepare the children for field trips and provide trips on film for those whose handicaps prevent them from going along. Teaching techniques developed by experienced teachers of the handicapped will be used. Other films to be used in the project are: (1) area-oriented teaching films to assist other projects for the handicapped in the area, (2) indoctrination films for those who are about to attend vocational schools, and (3) films that show handicapped children how older handicapped children are learning trades. Instructional materials will include photographs, slides, tapes, teachers workbooks, and other materials. Teachers and specialists will serve as consultants. Approximately 43,115 children in kindergarten through Grade 12 are enrolled in the public and private schools will be served. For further information contact Project Director, ESEA Title III, Board of Cooperative Educational Services of Clinton-Essex Co., Ellenberg Depot, New York 12935. (CK)

ES 100 182

Floating Learning Environment for the Handicapped.

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Project Number OPSC-69-6777

Descriptors—*Educational Innovation, Exceptional Children, *Handicapped, Inservice Teacher Education, *Learning Experience, *Marine Biology, Special Education, Special Health Problems, *Supplementary Education

This program is designed to bring important supplementary services to handicapped children. It will provide the handicapped child with an opportunity to experience the marine environment. Over a period of a month, a group of about 20 children will participate in four exposures to the marine environment, using an especially designed vessel. In-service programs and a teacher-training institute will supplement this activity. Handicapped children will include mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired children who require special education. Specialized programs for the different types of handicaps will be developed in order to provide this service to as many children as possible. The approximate number of children participating will be 12,689 not enrolled in schools. For further information, contact Project Director, ESEA Title III, Board of Cooperative Educational Services, 131 Jericho Turnpike, Jericho, New York 11753. (RAS)

ES 100 183

Neurologically Oriented Physical Education for Handicapped

Tompkins-Seneca-Tioga Board of Cooperative Educational Services, Ithaca, N.Y.

Project Number OPSC-69-6790

Descriptors—*Elementary School Students, *Handicapped Children, *Kindergarten Children, Neurological Defects, Physical Education, *Preschool Children, *Secondary School Students, Tests

Children suffering from a variety of mental and physical handicaps will participate in a program of specialized physical education. This program has undergone extensive testing. As a result of their participation, children with marked perceptual difficulties will experience an improvement in their kinetic balance, body image, figure ground relations, and space orientation. In addition, students who have difficulty in coordination will exhibit an increase in fine and gross motor coordination, their eye-hand coordination. All students are expected to show higher scores on achievement tests and on the Illinois Test of Psycholinguistic Ability. Intelligence scores are also expected to improve significantly. Approximately 54,000 preschoolers, kindergartners, and children in Grades 1 through 12 will participate in the project. Both public and private school children will be included. For further information, contact Project Director, ESEA Title III, Tompkins Seneca-Tioga BOCES, Tompkins County Airport, Ithaca, New York 14850. (CK)

ES 100 184

Project TEACH (To Educate All Children Handicapped).

Suffolk County Board of Cooperative Educational Services, Patchogue, N.Y.

Project Number 42-69-0919

Descriptors—*Curriculum Development, *Educational Innovation, *Facility Requirements, *Handicapped Children, *Information Centers

Project TEACH will engage in: (1) planning innovative programs for the education of the handicapped, (2) exploring the impact of technology on the education of the handicapped, (3) coordinating the activities of the agencies having educational programs for the handicapped, (4) developing innovative curriculum materials, (5) planning educational programs, (6) planning for school building facilities to meet the requirements of the handicapped. A Regional Planning Task Force for the Education of the Handicapped will be established, and the first ERIC information center in Suffolk County will be set up. The project will produce the first comprehensive report on all agencies that are operating educational programs for the handicapped in the county. The project will be carried out by a project director, a coordinator for the education of the handicapped, and an assistant coordinator. Approxi- private school students will be enrolled in kindergarten through Grade 12 in the area being served. For further information, contact Project Director, ESEA Title III, BOCES I, BOCES II, BOCES III, Suffolk County, 201 Sunrise Highway, Patchogue, New York 11772. (DB)

ES 100 185

Museum of History of Black Americans

Niagara Falls Board of Education, N.Y.

Project Number 42-69-0905

Descriptors—*American History, *Museums, *Negro Culture, *Negro History

To provide needed information and materials related to Black history and culture, planning will be conducted, funds will be raised, and an operational program will be initiated for a Museum of the History and Culture of Black Americans. While the museum might primarily serve New York State, its location and program will be such that it will be international in its clientele and its interest. Activities related to the establishment of the museum will be employing a coordinator, developing a plan for the establishment of a program, planning and establishing a nonprofit museum corporation chartered by the Regents, and seeking funds to implement the plans. For further information, contact Project Director, ESEA Title III, Niagara Falls Board of Education, 607 Walnut Avenue, Niagara Falls, New York 14301. (DB)

ES 100 186

A Systems Approach in Citizenship Education

Oneonta City School District, N.Y.

Project Number 42-69-0912

Descriptors—*Citizenship, *Educable Mentally Handicapped, *Inservice Teacher Education, *Instructional Programs, *Mobile Educational Services

Identifiers—Project PROBE

Four model instructional systems to teach citizenship education to the educable mentally retarded at the primary, intermediate, junior high school, and senior high school levels will be designed and evaluated. The systems will be built as a self-contained mobile unit so that those educable mentally retarded students who are isolated by geography can be served. The five phases of the program will be planning, systems development, field test 1, field test 2, and dissemination of results. In the first year of the experiment, approximately 45 students will participate. It would then be expanded to involve all of the educable mentally retarded in the area. Approximately 19 teachers will participate in the in-service training for the project. The effectiveness of the systems will be determined by pupil accomplishment of predetermined criteria. For further information, contact Project Director, ESEA Title III, Oneonta City School District, 2 Watkins Avenue, Oneonta, New York 13820. (DB)

ES 100 187

Caswell County Schools, Yanceyville, N.C.
Project Number 43-69-0001
Descriptors—*Educable Mentally Handicapped; *Elementary School Students; *Individualized Programs; Parent Participation; *Psychological Evaluation; *Special Education
An individually prescribed learning program for primarily educable, mentally retarded (EMR) children will be developed and modeled. Four elements of education for the EMR will be fused into a total program to begin on the primary level in social and communications areas and build into a total (K-12) program. The four elements are: (1) the total assessment of EMR enrollees, including a medical, psychological and sociological diagnosis; (2) a planned and active program of parent involvement in the learning development of their EMR children; (3) the principles and practices of individually prescribed instruction used; and (4) the present state of various EMR curricula. Approximately 50 public school children in Grades 1 through 6 and 3 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, Caswell County Schools, P.O. Box 158, Yanceyville, N.C. 27379. (CK)

ES 100 188

Instructional Media Center

Dickinson Public Schools, N. Dak. Instructional Media Center
Project Number 44-69-0001
Descriptors—*College Students; *Elementary School Students; *Handicapped Students; Information Dissemination; Instructional Media; *Preschool Children; *Secondary School Students; Supplementary Educational Centers
A center to serve handicapped students and their teachers will be established. More effective dissemination of new materials and knowledge should result. A new consultant will be employed to travel throughout the state giving in-service training to regular and special education classroom teachers in the utilization of instructional media. A lending service for field testing of materials will be provided. A newsletter to disseminate information of special value to teachers of the handicapped will be published regularly. A model graphic arts production department will serve as a demonstration center and will produce instructor designed materials upon request by special education teachers. A search and retrieval system to help teachers locate information, methods or material of special value to them will be furnished. Approximately 6,550 youth in the pre-kindergarten to college age range and 284 teachers engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, 444 West Fourth Street, Box 1057, Dickinson, North Dakota 58601. (CK)

ES 100 189

Intensive Language and Speech Development for the EMR

Mad River Township Local Schools, Dayton, Ohio
Project Number 45-69-0020
Descriptors—*Aurally Handicapped; *Curriculum Development; *Educable Mentally Handicapped; *Handicapped Children; Inservice Teacher Education; *Speech Handicapped; *Team Teaching
Through the use of a team approach, the needs of the individual EMR child will be met. Specific activities will include: (1) establishment of parent-teacher study groups; (2) in-depth identification of speech and hearing disabilities of the individual child; (3) in-service training of those in the program and other teachers within the area; (4) curriculum development of interdisciplinary dimensions. Four rooms will be used as learning centers, with a team of four teachers and two teacher aides for the primary level and another like team for the elementary level. The centers will be called the Listening and Writing Center, the Visualization and Writing Center, the Reading and Library Center, and the Arts and Crafts and Body Management Center. A speech therapist will be shared by the two teams. Two schools will participate, with each school furnishing four classrooms. Extra services will be provided on a part-time basis from a curriculum person, psychologist, and music and physical education teachers. Approximately 128 students in Grades 1 through 12 in public school will participate in the project, and 17 staff members will engage in in-service training. For further information, contact Project Director, ESEA Title III, Mad River Local Schools, 801 Harshman Road, Dayton, Ohio 45431. (DB)

ES 100 190

Innovative Physical Education for the Handicapped

Hamilton City School District, Ohio
Project Number 45-69-0021
Descriptors—Curriculum Development; *Demonstration Centers; *Handicapped Children; *Special Education; *Teacher Education; Teacher Evaluation; *Teaching Techniques
To meet the need for trained teachers for the handicapped, this project will train physical education teachers, special education teachers, supervisors, and classroom teachers to: (1) develop proficiency in the use of testing instruments; (2) be knowledgeable in the area of medical aspects of the handicapped; (3) interpret correctly the diagnostic techniques of cooperating professionals. In addition, a demonstration center will be established to give students practical experience in working with the handicapped child, to teach procedures and skills in the construction of innovative equipment used for the instruction of the handicapped, and to develop a core curriculum. The project will measure the teacher's proficiency and effectiveness in working with the handicapped child. Handicaps with which the teachers will be trained to deal are blind and visually limited, multiply limited, socially underprivileged, mentally retarded, deaf, acoustically limited, and perceptionally handicapped. A series of 15 seminars will be held in which the teachers will receive instruction and guided observation and participation in diagnostic techniques for determining the disabilities of the handicapped children. Approximately 65 public and 10 private school teachers will participate. The staff will number five. For further information, contact Project Director, ESEA Title III, Hamilton City School District, 332 Dayton Street, Hamilton, Ohio 45012. (DB)

ES 100 191

Verbo-Tonal Audiometry

Columbus Public Schools, Ohio
Project Number 45-69-0023
Descriptors—Academic Performance; *Auditory Discrimination; *Aurally Handicapped; *Deaf; Instructional Innovation; *Oral Communication; Regular Class Placement; Social Integration; *Speech Skills
Identifiers—Verbo Tonal Auditory Training
A new system of instruction for the hearing impaired will be instigated. It will elevate their level of academic achievement through an approach utilizing low frequency amplifying equipment and new techniques of instruction. The objectives are sequential in nature, starting with the training of auditory recall, and leading ultimately to the integration of project participants into the regular school program. These objectives are to improve: (1) the residual hearing and auditory recall of participants; (2) the oral communication skills of participants; (3) academic growth among project participants; and (4) the integration experience into the normal school setting. The approximate number of students who will participate is 60 pre-kindergarten children in the public schools. For further information, contact Project Director, ESEA Title III, Columbus Public Schools, 270 East State Street, Columbus, Ohio 43215. (DAS)

ES 100 192

Family Life Education Curriculum Project (FLECP) Sub-project: Constructive Control of Aggressive Behavior.

Warren Township Board of Education, Lewisburg, Ohio
Project Number 45-69-0024
Descriptors—*Aggression; *Behavioral Objectives; *Curriculum Development; Inservice Teacher Education; Junior High School Students; *Social Responsibility; *Unit Plan
Learning units at the junior high school level in social responsibility and human values as they are involved in the constructive control of aggressive behavior will be developed, implemented, and evaluated. Specific

ES 100 193

F L E C P — Alcohol and Tobacco

Lima City Public Schools, Ohio
Project Number 45-69-0026

Descriptors—"Alcohol Education, Alcoholism, Behavioral Sciences, *Curriculum Development, *Family Life Education, Health Education, Parent Child Relationship, Smoking, *Tobacco

A three-year, three-phase project will be used to develop units of study based on a behavioral science approach to relate knowledge, attitudes, and behavior to the use of alcohol and tobacco. The initial phase will include the preparation of learning units based on a study conducted by the Educational Research Council and the trying out of these units in Grades 7, 8, and 9. The second year's activities will involve the teaching and refinement of the learning units as based on an evaluation of the first year's experiences in meeting the behavioral objectives. These units will then be correlated and sequenced for the formulation of curriculum patterns and instruments will be devised to measure the achievement of the behavioral goals. During this year, the scope of the project will be enlarged to include either Grades 10, 11, and 12 or Grades 5, 6, and 7. The learning units developed and tried out in the first two years will be further refined in phase three on the basis of feedback and a formal evaluation. At the end of the three-year period, curricular prototypes will have been developed at the elementary, junior high, and senior high school levels. These prototypes will be available to any school system as reasonably complete curricular guides. The approximate number of students to be served is 1,000 in Grades 4 through 12 in public schools. For further information, contact: Project Director, ESEA Title III, Lima City Schools Educational Center, 515 S. Cauthel Avenue, Lima, Ohio 45804. (EJS)

ES 100 194

F L E C P — Sex Education (Family Life Education Curriculum Project)

Westlake Board of Education, Ohio
Project Number 45-69-0030

Descriptors—*Behavioral Sciences, Child Rearing, *Curriculum Development, Ethical Instruction, *Family Life Education, Parent Child Relationship, Parent Role, *Sex Education

A family life education curriculum project will be established to develop curriculum materials in the area of sex education. These materials will include the important aspects of human motivations underlying sexual behavior, the nature of frustrations and procedures for their resolution in a constructive manner, and decision making processes in terms of the effects of various courses of action on individual development. During the first year, learning units will be developed for Grades 7, 8, and 9. The second year will provide more extensive evaluation and the beginning of the development of learning units for either elementary or senior high school courses. In the third year, the work will be extended to both the elementary level and the senior high level. This will enable the extending of the program to other school districts in the fourth year. The project will be built on the already existing parent-teacher-family life committee and the school health educators study program now used as the basis for a family life education program in Grades 8 and 8. The approximate number of students to be served is 7st in public schools from Grade 1 through 12. For further information, contact: Project Director, ESEA Title III, Westlake Board of Education, 2282 Dover Center Rd., Westlake, Ohio 44145. (EJS)

ES 100 195

Butler Plan for Individualizing Instruction

Vandalia-Butler City Schools, Vandalia, Ohio
Project Number 45-69-0039

Descriptors—Curriculum Development, Discussion Groups, Group Instruction, Independent Study, *Individualized Instruction, *Student Attitudes, *Teacher Attitudes, Teaching Load, Teaching Techniques, *Team Teaching

A program of independent study, backed up by a flexible modular schedule incorporating team teaching, large group instruction, and small group seminars will make better use of the teachers instructional competencies and time, while at the same time, improving the educational opportunities for individual students. The project will emphasize techniques and methods for helping students and teachers change their behavior in order to meet the individual learning needs more accurately. This will lead to an increase in the freedom of choice of students in the use of their unscheduled time, thus providing for fewer instances of absenteeism, drop-outs, cutting classes, student-teacher conflict, and increased individual and self concept on the part of the students. Teacher behavior and attitudes will be enhanced by improvement in the art of questioning, improved interaction between students and teachers, and improved teacher self-concept. The approximate number of students to be served is 1,146 in Grades 9 through 12 in public schools. For further information, contact: Project Director, ESEA Title III, Vandalia-Butler City Schools, 306 South Dixie Drive, Vandalia, Ohio 45377. (EJS)

ES 100 196

Project Polyhedron

Ottawa Hills Local Schools, Toledo, Ohio
Project Number 45-69-0041

Descriptors—*Centers of Interest, Conversation, General Education, Goal Orientation, *Individualized Curriculum, *Inductive Methods, *Student Evaluation, *Student Interests, Student Records

Project Polyhedron will make use of an individualized curriculum and the student's own center of interest to educate each child to the full realization of his potential. It will attempt to do so by: (1) encouraging each student to make all of his own ability level; (2) utilizing the interest of each student as the primary vehicle of instruction for that student; (3) designing an evaluation system which judges a student's progress in terms of reference to other students; (4) emphasizing the use of inductive methods of problem solving; (5) motivating the students to reach for realistic individual goals; (6) building a curriculum around each student's interest field; and (7) enabling a student to work at his own pace. The approximate number of students to be served by this project is 1,745, covering a grade span from kindergarten through Grade 12 in public schools. For further information, contact: Project Director, ESEA Title III, Ottawa Hills Local Schools, 2532 Evergreen Road, Toledo, Ohio 43606. (JAS)

ES 100 197

P E D Program for Emotionally Disturbed

Youngstown City School District, Ohio
Project Number 45-69-0048

Descriptors—*Behavior Change, *Curriculum Development, *Educational Diagnosis, *Emotionally Disturbed Children, Individual Instruction, In-service Teacher Education, *Interdisciplinary Approach, Internship, Programs, Regular Class Placement

A program for the identification, diagnosis, and remediation of the severely emotionally disturbed child will endeavor to bridge the gap between diagnosis and planned educational programs. The objectives will be to: (1) establish a central registry of disturbed chil-

dren. (2) develop a diagnostic and demonstration program. (3) develop community awareness. (4) coordinate efforts for organizing and implementing programs for the severely emotionally disturbed child. (5) implement in-service training sessions especially designed for the classroom teacher who has a student enrolled in the program. (6) develop an intern training program. (7) foster development of curriculum and curriculum materials and (8) develop behavioral modification techniques in order to recondition deviated nonintegrative classroom behavior. The number of students to be served by this project is 32, covering a grade span from Grade 1 through 3, with children from both public and nonpublic schools participating. For further information, contact: Project Director, ESEA Title III, The Board of Education of the Youngstown City School District and the Diocese of Youngstown, 20 West Wood Street, Youngstown, Ohio 44503. (DAS)

ES 100 198

Educational Plan for State Institutions Mentally Handicapped.

Ohio State Dept. of Mental Hygiene and Correction, Columbus

Project Number 45-69-0052

Descriptors—*Curriculum Development, *Educable Mentally Handicapped, Educational Therapy, *Emotionally Disturbed Children, Handicapped Students, *Mental Health Programs

This three-year, three-phase project will be used to develop an overall educational plan for state mental health institutions by reviewing present curricula, programs, and practices for the school-age mentally handicapped. Phase One will involve the formulation and implementation of organizational plans, as well as a survey of the educational needs of resident groups of the educable mentally retarded and the severely emotionally disturbed. During Phase Two, a statewide plan based on the survey and initial testing will be outlined, institutions will be selected for specific programs, in-service training will be started, and the role of the State Department of Mental Hygiene and Correction will be defined. Phase Three will cover the final definition of a statewide plan of education, including curriculum, organizational structure, instructional methods, personnel in-service training programs, and credentialing, for each of the handicapped groups. The final statewide plan will be refined, published, and disseminated to the selected institutions and other agencies. The approximate number of students will be 2,180 in Non-Graded Institutional Schools. For further information, contact Project Director, ESEA, Title III, Department of Mental Hygiene and Correction, 65 South Front Street, Room 1206, Columbus, Ohio 43215. (EJS)

ES 100 199

Seneca Area Vocational Information Center.

Tiffin City Schools, Ohio

Project Number 45-69-0053

Descriptors—*Career Choice, *Counseling Programs, *Information Dissemination, Information Storage, Microfilm, Occupational Guidance, *Occupational Information, *Vocational Interests

This project will collect, synthesize, produce, and disseminate local occupational information to vocationally oriented high school students. A microfilm aperture card system will be utilized. The following needs should be met: (1) accurate up-to-date, readily accessible local occupational information, (2) more highly structured programs of vocational guidance at the high school level, (3) means to help students acquire a more realistic view of the world of work, (4) means to help counselors increase their competence in vocational counseling, (5) provision of job information to various nonschool agencies, and (6) investigation and utilization of new methods of information storage, handling, and retrieval. The approximate number of students to be served by this project is 4,684, covering a grade span from Grade 7 through 12, with children from both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, Tiffin City Board of Education, 244 South Monroe Street, Tiffin, Ohio 44883. (DAS)

ES 100 200

Special Education Diagnostic Placement and Parent Counseling Center.

Akron Public Schools, Ohio

Project Number 45-69-0078

Descriptors—Diagnostic Teaching, *Educational Diagnosis, Exceptional Children, *Handicapped Children, *Inservice Programs, *Parent Counseling, Self Concept, *Special Education, Vocational Counseling

A special program will attempt to improve educational opportunities for handicapped children. It will employ a full-time child study teacher whose responsibilities will include the coordination of services and data and the provision of vocational planning for handicapped students. A full-time parent consultant will work directly with the parents, counseling individual parents and group sessions. There will be an advisory committee composed of personnel from the various disciplines dealing with handicapped children. A classroom with a two-way mirror will serve as the diagnostic teaching unit. This room will be equipped with study carrels, tape recorder, overhead projector, and such other equipment and materials as are required by the teacher. Participants in the program will be handicapped youngsters in need of special programming, their parents, and personnel of the cooperating agencies. Approximately 69,622 children are enrolled in the schools in the area. For further information, contact Project Director, ESEA, Title III, Board of Education of the Akron City School District, Administration Building, 70 North Broadway, Akron, Ohio 44308. (DAS)

ES 100 201

Cooperative Multidistrict Special Education Project

Canton Public Schools, Ohio

Project Number 45-69-0080

Descriptors—Behavior Problems, *Cooperative Planning, Diagnostic Tests, *Educational Innovation, *Handicapped Children, *Learning Disabilities, Parent Counseling, Preschool Children, Regional Planning, *Special Education

This project is designed to provide an innovative concept to improve education for handicapped children and educational leadership functions in relation to the handicapped through the development of processes for multidistrict cooperative programs and services in special education. Included will be: (1) regional planning for immediate projects, (2) regional cooperative improvements of programs for learning disability and behavior disorders, (3) development of a model for services to preschool handicapped children and their parents, (4) procedures for improving educational leadership functions in relation to handicapped children, and (5) increased interaction with the community at large, the State Department of Education, legislators, and community agencies. The approximate number of students to be served is 11,405, covering a grade span from preschool through Grade 12, with children from both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, Canton City Board of Education, 618 High Avenue, N.W., Canton, Ohio 44703. (DAS)

ES 100 202

F.L.E.C.P. Drug Education

Dayton City Schools, Ohio

Project Number 45-69-0082

Descriptors—*Behavioral Objectives, *Curriculum Development, *Family Life, Inservice Teacher Education, Mental Health, *Middle Schools

Curriculum materials on drug education will be incorporated into the existing curriculum of middle school students. The objectives will be the development of the knowledge, attitudes, and behavior involved in the prevention of abuse and the development of constructive use of drugs. This project will also develop a plan for the education of teachers to teach the curricular materials and to test their effectiveness. After the materials have been tested in one school, they will be tested further in the other three school systems that are a part of the total project. The approximate number of students to be served by this project is 7,373, covering a grade span from Grade 6 through 8, with children from both public and nonpublic schools participating. For further information, contact Project Director, ESEA, Title III, Dayton Public Schools, 348 West First Street, Dayton, Ohio 45402. (DAS)

ES 100 203

Educational Management: Disruptive Educable Retarded

Springfield Local Board of Education, Ohio
Project Number 45-69-0086
Descriptors—Behavior Change, *Behavior Problems, *Class Management, Diagnostic Teaching, *Educable Mentally Handicapped, Environmental Influences, *Instructional Improvement, *Mental Retardation, Screening Tests, Social Relations
A series of environmental learning situations will provide opportunities for disruptive educable retarded children to function successfully. This project is expected to provide roles for the teacher which are supportive rather than authoritarian, a learning situation geared to each child's level of ability and one in which he is responsible for initiating the learning process, an atmosphere in which the child is encouraged to be inquiring, in which his responses, contributions and ideas are accepted, and in which his behavior and attitudinal changes are sources of learning. In such a climate each child should develop his social skills along with a better understanding of his needs for these skills. The number of students to be served by this project is 18, covering a grade span from Grade 3 through 12, in public schools. For further information, contact Project Director, ESEA, Title III, Springfield City Schools, 49 East College Avenue, Springfield, Ohio 45501. (DAS)

ES 100 204

Project Write

Cleveland Board of Education, Ohio
Project Number 45-69-0092
Descriptors—*Communication Skills, *Handicapped Students, Occupational Therapy, *Physically Handicapped, *Typewriting, *Writing Skills
Project Write will facilitate and improve written communication skills of children with severe physical handicaps through the use of adapted electric typewriters in the classroom. Fourteen classrooms will be equipped with three adapted electric typewriters mounted on adjustable tables. An occupational therapist will evaluate each pupil's needs, select the appropriate equipment, determine positioning of child for optimum performance, and provide training to teachers and their aides through individual conferences. Subsequent assistance and reinforcement of instruction for using typewriters in the classroom will be provided by teachers and aides under the supervision of the therapist. Availability of adapted electric typewriters should enable severely handicapped children to increase written communication skills to a functional level in the classroom. The approximate number of persons to be served by this project is 100, representing a grade span from kindergarten through Grade 9, in public schools. For further information, contact Project Director, ESEA, Title III, Cleveland Public Schools, 1380 Sixth Street, Cleveland, Ohio 44114. (DAS)

ES 100 205

Opportunity Classes for Handicapped Children

Cleveland Board of Education, Ohio
Project Number 45-69-0093
Descriptors—*Academic Achievement, Communication Skills, Educational Coordination, *Handicapped Children, Individual Instruction, *Multisensory Learning, *Neurologically Handicapped, *Opportunity Classes, Psycholinguistics, Self Concept
An effort will be made to restructure human and material resources to maximize the academic progress of severely handicapped children. A learning team of specialists will develop and implement coordinated instructional and therapeutic activities that are individually tailored to the diagnosed strengths and weaknesses of each child. For each pupil, the team will provide a unified, though multidimensional, program of prescribed activities tailored to the objectives established for the pupil. A case-study evaluative approach will be used to generate greater understanding of the relationship among pupil input, program input, and outcomes on an individual pupil basis. It is hoped that pupils will demonstrate increased ability in the areas of written and verbal expression, auditory reception, visual reception, auditory association, visual association, auditory sequential memory, and visual sequential memory. Along with this improvement should come more positive self-concepts. The number of students to be served is 10 children, covering a grade span from Grade 1 through 3, in public schools. For further information, contact Project Director, ESEA, Title III, Cleveland Public Schools, 1380 East Sixth Street, Cleveland, Ohio 44114. (DAS)

ES 100 206

Integrated Management System for Pupil Transportation

Hamilton County Public Schools, Ohio
Project Number 45-69-0098
Descriptors—*Computers, Cost Effectiveness, *Decision Making, Maintenance, *Management Systems, *Statistical Data, *Student Transportation, Transportation
A computer-assisted system will schedule pupil transportation services in an effort to achieve greater efficiency than is provided by the current hand-routing method. A system of reporting transportation activities in each school district for all pupils transported or eligible for transportation will be provided. Records of buses purchased along with an analysis of cost, capacity, type, manufacturer and percent of state aid to districts will be kept. A profile record of each bus used in transporting pupils will be available for reference. In addition, there will be developed complete maintenance cost data summaries, a data bank on bus driver personnel, a statistical system for monitoring accident reports, a maintenance digest, and a management index. The approximate number of students to be served by this project is 75,685, covering a grade span from kindergarten through Grade 12, with children from both public and nonpublic schools participating. For further information, contact Project Director, ESEA, Title III, Hamilton County Board of Education, 325 East Central Parkway, Cincinnati, Ohio 45202. (DAS)

ES 100 207

A Public School Program for Slow Learning Children

Midwest City-Del City Public School System, Midwest City, Okla.
Project Number 46-68-0002
Descriptors—*Academic Achievement, *Curriculum Development, *Learning Processes, Psychoeducational Processes, *Slow Learners, *Teacher Education
A program to help the slow learning child in a public school setting will be implemented. The program should accomplish the following: (1) provide the slow child with a sense of belonging, (2) improve his self-concept, (3) provide him with the opportunity to achieve academically up to his potential, (4) insure that he has all the privileges of participation in rewarding extracurricular activities of the school. The teachers who will participate in the program have been trained in a four-week workshop and in two semester college courses. During this training period, a curriculum was developed, materials were selected, and the psychodynamics involved in the learning experiences of the slow child were studied. An in-service training program will also be held during the course of the project. Using referrals and test results as bases for selection, 440 public school children were found to be eligible for the program. These children represent Grades 3 through 5. Not more than 20 children will be placed in one classroom. Evaluation data will be gathered through the use of various tests. Program services will be available to the private school in the area. For further information, contact Project Director, ESEA, Title III, Midwest City-Del City Public School System, 607 West Rickenbacker, Oklahoma City, Oklahoma 73105. (DB)

ES 100 208

Canadian Valley Regional Laboratory (CAVAREL)

El Reno Public Schools, Okla.
Project Number 46-69-0003
Descriptors—Adult Education, Cooperative Programs, *Curriculum Development, *Educational Planning, *Handicapped Students, Inservice Teacher Education, Junior Colleges, *Regional Programs, *Supplementary Educational Centers, Vocational Education
CAVAREL will demonstrate the effectiveness of long-range planning in regional supplementary educational centers. It will develop programs for handicapped

youth, special training for teachers and teacher aides, junior colleges, adult education, and vocational education. A project director will make an in-depth assessment of the needs of the handicapped. These results will furnish the information needed in developing the operational grant. In addition, the project director will be coordinating special facilities for programs for the handicapped, adult education, vocational education, junior college, and cooperative transportation and scheduling for these endeavors. The approximate number of students to be served by this project is 9,000, with children from both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, El Reno Public Schools, District No. 34, El Reno, Oklahoma. (DAS)

ES 100 209

Air Age Education Program

Seminole Independent School District 1, Okla.
Project Number 46-69-0004
Descriptors—*Aviation Technology, *High School Curriculum, *Technical Education, *Training Techniques
Two courses will be incorporated into the high school curriculum in order to develop knowledge, skills, and attitudes about aviation and its impact on society. The courses will cover: (1) the historical background of aviation, the social, political, and economic importance of aviation today, and a survey of career opportunities in aviation; and (2) a ground school training course. Curriculum guides will be prepared, and an Aviation Materials Center will be established. This program will be a cooperative venture of a local school and an area vocational technical school. Two instructors will be assigned to the project, with approximately 50 public high school students participating each semester. The project director and the instructors will provide continuous evaluation of the program. The Student Profile Form and the Air Age Attitude and Understanding Inventory will be administered at the beginning and end of the first course and at the end of the second course. Tests that accompany programmed instruction courses will be administered, and teacher-developed objective tests will be given during the courses. For further information, contact Project Director, ESEA Title III, Seminole Independent School District No. 1, P. O. Box 1031, Seminole, Oklahoma 74868. (DB)

ES 100 210

Educational Improvement with Closed Circuit Television.

Stillwater City Schools, Okla.
Project Number 46-69-0005
Descriptors—*Closed Circuit Television, *Educational Improvement, *High Schools, *Instructional Television, *Russian, Second Language Learning, Standardized Tests, Video Tape Recordings
This program will seek to determine the effectiveness of closed circuit television in teaching a foreign language. High school students will be taught to speak, read, and write the Russian language. There will be two groups of 20 students taught by the same teacher. One group will receive the instruction by video tape, and the other group will receive it in a conventional manner. The course will consist of eighty lectures and will take place over a period of sixteen weeks. Standardized tests will be used to measure the effectiveness of the program. The project will produce materials such as demonstration teaching tapes and other materials in which the flexibility of the medium can be utilized. The number of students to be served by this project is 40, covering a grade span from Grade 9 through 12, in public schools. For further information, contact Project Director, ESEA Title III, Stillwater City Schools, 315 West Eighth Street, Oklahoma City, Oklahoma 73105. (DAS)

ES 100 211

A Proposal Under Title III: Plains Indian History

Carnegie Public Schools, Okla.
Project Number 46-69-0006
Descriptors—*American Indians, Dropouts, Grade 5, Grade 10, *History Instruction, Racial Recognition, *Social Studies Units, *Workshops
Identifiers—Southern Plains Indians
A new unit for the school curriculum will be developed in order to teach the history and culture of the Southern Plains Indians. After the necessary research has been completed and an extensive set of overhead project transparencies has been prepared, this history course will be taught at the fifth and tenth grade levels. Necessary revision of the materials will be made, with workshops held for the people making use of them. Hoped for results of the program include: (1) more interest and pride among Indian children in their heritage, (2) better understanding between the races, (3) preservation of the history, customs, and traditions of the Southern Plains Indians, and (4) fewer Indian school dropouts. The number of pupils to be served by this project is 60, in Grade 5 and 10, in public schools. For further information, contact Project Director, ESEA Title III, Board of Education, ISD 33, Caddo Co., Box 159, Carnegie, Oklahoma. (DAS)

ES 100 212

Proposed Title III Program in Elementary Science.

Wewoka Board of Education, Okla.
Project Number 46-69-0007
Descriptors—Community Attitudes, Consultants, Demonstration Centers, *Elementary School Science, *Inquiry Training, *Science Curriculum, *Teacher Aides, Team Teaching, *Workshops
This project will plan and implement an inquiry-centered science program. It is expected to develop in the students an awareness of and an appreciation for scientific inquiry. In addition, it should: (1) develop in each child an increased desire to participate in his own education (in other areas as well as in science); (2) provide a unified science program for every child in grades K-6 in the system, bringing the science program into harmony with the state department recommendations; (3) serve as a center of observation for other schools interested in this method of teaching and learning; (4) train and utilize teachers aides who will later function in other areas of the curriculum; (5) create a community awareness of the changes taking place in science education; and (6) provide a local consultant to help the participating teachers implement the materials being used. The number of students to be served by this project is 891, covering a grade span of kindergarten through Grade 6, in public schools. For further information, contact Project Director, ESEA Title III, Wewoka Board of Education, P.O. Box 870, Wewoka, Oklahoma 74884. (DAS)

ES 100 213

An Operational Proposal to Develop a Strategy for the Implementation of Continuous Progress Education.

Norman School District, Okla.
Project Number 46-69-0008
Descriptors—*Continuous Progress Plan, *Demonstration Centers, Elementary Education, Feedback, *Individualized Instruction, *Inservice Programs, Self Control, *Traditional Schools
This program will attempt to develop a strategy whereby continuous progress education can be implemented in traditional school plants with the existing staffs. A highly coordinated package of in-service materials and procedures will be developed to enable existing centers to disseminate their program to other schools. Two traditionally designed schools will be chosen as demonstration center schools, with the staff of these two centers participating in the proposed in-service program. Following the initial experience and evaluation of this inservice program, the program will be repeated in a large number of schools until all schools in the area are functioning on a continuous progress program. It is hoped that this individualized instructional process will produce independent, self-directed learners. The approximate number of students to be served by this project is 4,500, covering a grade span from kindergarten through Grade 6, in public schools. For further information, contact Project Director, ESEA Title III, Norman Independent School District No. 29, P. O. Box 1007, Norman, Oklahoma 73069. (DAS)

ES 100 214

Library Exemplary Elementary Demonstration Project of Springfield.

Springfield Public Schools, Oreg.
Project Number 47-69-2001

Descriptors—"Demonstration Projects; "Educational Innovation; "Library Programs

A visitation project emphasizing the demonstration of a planned and organized program of library services will be set up. This program will be for the benefit of all interested educators and lay personnel. The project will demonstrate the existing district library program as well as innovations pertaining to library services, facilities, and equipment. These innovations include the addition of: (1) funds and personnel to involve the library program with the OTIS (Oregon Total Information System) computer project to design and implement an automated library system; (2) a cooperative plan with a local university for training future school librarians; and (3) funds to help provide a readiness program for children four and five years old. Approximately 10,000 children in Grades 1 through 12 are enrolled in the public and private schools in the area served. The approximate number of staff members engaged in in-service training who will participate in the program is 526. For further information, contact Project Director, ESEA Title III, Springfield Public Schools, 525 Mill Street, Springfield, Oregon. (CK)

ES 100 215

Implementing an Occupational and Exploratory Program as Related to the World of Work in the Modern Junior High School.

Salem School District 24J, Oreg.
Project Number 47-69-2401

Descriptors—"Curriculum Development; "Homemaking Education; "Industrial Arts; "Interdisciplinary Approach; "Junior High Schools; "Occupational Information; "Work Experience Programs

Efforts will be made to bridge the gap at the junior high school between the school instructional program and the real world of work. A model program will demonstrate innovative solutions to the problems of providing junior high school students with pertinent occupational exploratory experiences and information. The innovative solutions that will be demonstrated include: interdiscipline curriculum development; additional up-to-date industrial arts, homemaking, and mathematics programs; involvement of faculty in innovation; school and community cooperative educational program development; nongrading; and a work-experience program. The population to be served is the total number of students in the Oregon junior high schools, approximately 56,588. In-service training will be provided initially to approximately 53 staff members. The program will be evaluated continuously from inception and beyond the funding period. For further information, contact Project Director, ESEA Title III, Salem School District 24J, Judson Junior High School, 1309 Ferry Street, S. E., Salem, Oregon 97310. (DB)

ES 100 216

Supplemental Services for Blind Children.

Multnomah School District Number 1, Portland, Oreg.
Project Number 47-69-2602

Descriptors—"Blind Children; "Pre-vocational Education; "Summer Programs; "Supplementary Education; "Visually Handicapped

Educational, habilitational, and enrichment opportunities will be provided to blind preschool and legally blind school-age youth in this three-year demonstration project. To accomplish this objective, a special summer program will be held that will provide training and academic evaluation of preschool legally blind children; individual and/or small group remedial instruction in language arts, typewriting, and reading for school-age children; an opportunity to participate in a wide variety of adaptive physical education activities; instruction in elementary industrial arts; prevocational instruction; and on-the-job work experience for high school pupils and recent graduates; orientation and mobility instruction; independent living; and personal grooming skills. Approximately 101 children and youth will participate in the program, representing from preschool through Grade 12. Students in private schools will be invited to participate. Teachers trained in working with the visually handicapped will be employed. A general evaluation and review will be conducted at the completion of each summer program. A final evaluation will be completed at the conclusion of the program. For further information, contact Project Director, ESEA Title III, School District #1, Multnomah County, 631 N. E. Clackamas, Portland, Oregon 97208. (DB)

ES 100 217

Youth High School Study Center (YHSSC).

Greenville County School District, Greenville, S. C.
Project Number 50-69-0008

Descriptors—"Academic Aptitude; "Counseling Services; "Emotionally Disturbed; "Handicapped Students; "Individualized Instruction

A demonstration Youth High School Study Center will be set up to provide the following: (1) a sheltered school situation for emotionally disturbed youths from 12 to 17 years of age; (2) individual counseling, as needed; (3) intensive group counseling in a school setting; (4) counseling for parents of the students. In addition, the project will attempt to help the youths develop their academic skills to the point at which they can return to regular schools. Selection of the students will be made primarily from the backlog of those who have previously been identified as being emotionally disturbed. Each student will spend approximately four hours per day in study and counseling. The instructional program will be designed to fit individual needs. Evaluation of the program will include the rate of return to regular schools, teacher-coordinator, parent rating scales, psychological evaluation by district and consulting psychologists, and a test measuring attitude toward school. Approximately 60 youths will participate in the project during its initial year of operation. Two teachers, a teacher-coordinator, and a social worker will make up the staff. For further information, contact Project Director, ESEA Title III, The School District of Greenville County, Drawer 5575, Station B, Greenville, South Carolina 29606. (DB)

ES 100 218

Multi-District Identification of Handicapped Children.

Spartanburg County School District 7, S.C.
Project Number 50-69-0009

Descriptors—"Elementary School Students; "Handicapped Children; "Preservice Education; "Secondary School Students; "Special Education

Handicapped children will be identified, and the delineation of their handicaps and the development of a general set of prescribed activities suited to each child's needs will be furnished. Appropriate educational programs will be designed and implemented. Initial activities will involve preservice education of teachers and volunteer nonprofessionals in the techniques of initial screening and referring of children. Additional activities will center around extensive analysis of pupil personnel records, reporting of severity and incidence of handicaps, designing of programs, and rendering assistance in their implementation. Approximately 2,649 public and private school children in Grades 1 through 12 will participate in the project. For further information, contact Project Director, ESEA Title III, Spartanburg County School District No. 7, Post Office Box 970, Spartanburg, South Carolina 29301. (CK)

ES 100 219

Demonstration Project for Pre-School Mentally Retarded Children.

Orangeburg School District 5, S.C.
Project Number 50-69-0010

Descriptors—Demonstration Projects; "Educable Mentally Handicapped; "Inservice Teacher Education; "Mental Retardation; "Preschool Programs; "Special Education

A program will be set up to provide mentally retarded children with diagnostic services, instruction, and related activities. In addition, the program will provide special training and nine hours graduate credit for certification in special education for 15 teachers. Model criteria will be developed for use in providing preschool experiences for handicapped children. Children who are referred will be screened, and 12 educable mentally retarded children, five and six years of age, will be selected for the program. The teachers will be selected, and a nine-week preschool demonstration program will be conducted. Individual and small-group instruction will be used, and individual records will be maintained for each child for follow-through purposes. The impact of the project in the region will be evaluated. For further information, contact Project Director, ESEA Title III, Orangeburg County Public School Dis-

trict Number Five, 578 Ellis Avenue, Orangeburg, South Carolina 29115. (DB)

ES 100 220

Learning Disability Classes in Chester

Chester County School District, S.C.
Project Number 50-69-0011

Descriptors—*Elementary School Students, *Inservice Teacher Education, *Interdisciplinary Approach, *Learning Disabilities, *Special Education

An awareness of the special needs of children with learning disabilities will be fostered in this project. The services of auxiliary personnel in the school district served will be coordinated into an interdisciplinary team working with learning disability children. Meaningful learning experiences for these children will be developed by the establishment of learning disability classes. Special training will be provided that will enable psychologist interns to identify and diagnose children with learning disabilities. Programs of in-service instruction will be provided for the school superintendents, principals, and special education supervisors, so that they will better understand the problems of learning disability children. Approximately 20 public school children in Grades 1 through 6 will participate in the program. For further information, contact Project Director, ESEA, Title III, Chester County School District, Box 370, Chester, South Carolina 29706. (CK)

ES 100 221

Physical Education for E.M.R. in Camden

Chester County School District, S.C.
Project Number 50-69-0012

Descriptors—*Educable Mentally Handicapped, *Handicapped Children, *Physical Education, *Special Education

A program to demonstrate the need for a developmental program of physical education for educable mentally retarded (EMR) students will be carried out. The program will aim to create an awareness of the need among school personnel of the region and the state, as well as provide for the EMR students self-image and academic improvement, social adjustment, physical fitness, and useful physical skills. Students will be pretested, and individual profiles will be developed for each child. Six classes will be established, and a prescribed program of body development activities will be conducted. Special education classroom teachers will assist a physical education coordinator in the implementation of the program. Skill development will be recorded during the project, and the number of physical education programs begun as a result of the demonstration project will be determined. Approximately 90 public school students in Grades 1 through 6 will participate in the project. For further information, contact Project Director, ESEA, Title III, Chester County School District, Box 370, Chester, South Carolina 29706. (DB)

ES 100 222

Demonstration Classes for Special Education

Charleston County School District, North Charleston, S.C.
Project Number 50-69-0013

Descriptors—Communication (Thought Transfer), *Demonstrations (Educational), *Elementary School Students, *Inservice Teacher Education, *Secondary School Students, *Special Education, Teacher Attitudes, Teaching Techniques

Efforts will be made to improve teaching techniques in, and teacher attitudes toward, special education. The lines of communication between principals, teachers, and State Department of Education personnel and the use of available facilities for special education will also be the objects of such efforts. Long range in-service teacher training programs will be provided and will be designed around on-going teacher-pupil activities. Teachers will observe, in a laboratory situation, various techniques frequently used in motivating the retarded student. Demonstration classes will be established in special education, both elementary and secondary, and in remedial reading. Demonstration sites will be selected geographically on the basis of facilities available and accessibility. Demonstration days will be scheduled for each demonstration teacher, who will be selected upon recommendation of supervisory personnel. The demonstration teaching approach and techniques will be unstructured. Approximately 720 public school children in Grades 1 through 12, 6 adults, and 54 teachers engaged in in-service training will participate in the program. For further information, contact Project Director, ESEA, Title III, Charleston County School District, 208 Chateau St., P. O. Box 5241, North Charleston, S.C. 29406. (CK)

ES 100 223

Marion Special Education Resources Center.

Marion County School District 1, S.C.
Project Number 50-69-0014

Descriptors—*Elementary School Students, Information Dissemination, *Instructional Materials, Mentally Handicapped, *Secondary School Students, *Special Education, *Supplementary Educational Centers

The services and utilization of materials from a national and state special education instructional materials centers network will be coordinated and extended. A regional special education resources center will be established. Available materials will be collected and correlated with the basal program approved by the state, and recommendations for future adoptions will be developed. Information will be disseminated to teachers on materials, devices, and techniques that work successfully in teaching mentally retarded children. A list of instructional materials and equipment requirements to support classes for mentally retarded children will be developed. Facilities to develop and field test materials developed by teachers will be provided. A staff consisting of a special education director and a paraprofessional aide will be employed. Approximately 90 public school children in Grades 1 through 12, 14 out of school youth, and 6 teachers engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA, Title III, Marion School District #1, Box 840, Marion, South Carolina 29571. (CK)

ES 100 224

Project Change Over

Sumter School District Number 17, S.C.
Project Number 50-69-0015

Descriptors—College Credits, *Demonstration Projects, Feedback, *Handicapped Children, *Inservice Teacher Education, *Practicums, *Retraining, Special Education Teachers

A demonstration project to assist school districts to develop concerted attacks on specific instructional problems will use special programs for handicapped children as the focus for this demonstration. In addition, an effort will be made to show that regular teaching staff members can be trained to become excellent teachers of the handicapped in a relatively short period of time. The initial phase of the project will be to retrain regular classroom teachers in the teaching of the mentally handicapped. Provision will be made for intensive programs for teachers to earn the nine semester hours of credit necessary for certification, but the six-week practicum is expected to be the more important aspect. This will provide service for eligible children and opportunities for the teachers to implement, under close supervision, the theories provided by the college course work. At the same time, college course instructors will have an opportunity to gear their course offerings to the needs of the teachers as determined by their actual contact with the children. During the practicum, there will be constant reevaluation of materials and instructional program in order to develop a more meaningful program. The approximate number of students to be served by this project is 420, covering a grade span from Grade 1 through 12, in public schools. For further information, contact Project Director, ESEA, Title III, Sumter School District No. 17, 452 Broad Street, Sumter, South Carolina 29150. (DAS)

ES 100 225

Special Services for Handicapped Children

Clarendon County School District 3, Turbeville, S.C.
Project Number 50-69-0016

Descriptors—Aurally Handicapped, *Demonstration Programs, *Diagnostic Teaching, *Educational Diagnosis, *Handicapped Children, Inservice Programs, Learning Disabilities, *Special Services, Speech Handicapped

This project will design and implement a model program of special diagnostic and prescriptive services for handicapped children. A cooperative will be formed to share special services for handicapped children. Emphasis will be placed on handicapped children exhibiting problems associated with speech, hearing, learning, and psychological difficulties. It is hoped to identify children in need of help, to provide diagnostic prescriptive services for these children, to develop a curriculum which utilizes each handicapped child's special interests and abilities, to provide inservice training for teachers, administrators, and parents of the handicapped child, and to coordinate these services. The approximate number of students to be served by this project is 1,564, covering a grade span from Grade 1 through 12, in public schools. For further information, contact Project Director, ESEA Title III, Clarendon School District #3, Turbeville, South Carolina 29162. (DAS)

ES 100 226

Williamsburg Reading Clinic

Williamsburg County School District, Kingstree, S.C.
Project Number 50-69-0024
Descriptors—*Diagnostic Tests, *Elementary Grades, *Inservice Teacher Education, Instructional Materials Centers, Language Arts, *Reading Clinics, Reading Skills, *Remedial Reading, Resource Teachers
A reading clinic will be established to provide diagnostic evaluation and remedial instruction for students not reading on a level commensurate with their ability. Further, it is planned to explore the feasibility of initiating a preventive program for beginning readers, provide reading specialists as resource persons for conducting in-service training, maintain a materials center for teachers of the language arts, and improve the professional skills of the administrators and language arts personnel. The number of students to be served by this project is 240, covering a grade span from Grade 1 through 6, in public schools. For further information, contact Project Director, ESEA, Title III, Williamsburg County, P.O. Box 336, Kingstree, South Carolina 29556. (DAS)

ES 100 227

Regional Demonstration Kindergarten.

Orangeburg School District 5, S.C.
Project Number 50-69-0025
Descriptors—Consultants, *Demonstration Programs, Early Childhood Education, *Kindergarten, *Regional Programs, Seminars, *Teacher Aides, *Teacher Education, Workshops
The overall objective of this project will be to establish and operate for demonstration purposes a kindergarten which will serve as a model for the region. Specifically, the outcomes desired are: improved educational experiences for the participating five-year old children; improved understanding among school board members, superintendents, principals, teachers, and parents of the children involved; preparation of kindergarten teachers; and preparation of teacher aides. In addition to the operation of the kindergarten, plans will include a summer workshop, seminars on early childhood education, and consultant services. The approximate number of students participating in this project will be 60 kindergarten children in public schools. For further information, contact Project Director, ESEA Title III, Orangeburg County Public School District Number Five, 578 Ellis Avenue, Orangeburg, South Carolina 29115. (DAS)

ES 100 228

New Horizons for Handicapped Readers

Beaufort County Board of Education, Beaufort, S.C.
Project Number 50-69-0026
Descriptors—*Academically Handicapped, *Reading Difficulty, *Remedial Reading, *Secondary School Students, *Team Teaching
A program will be carried out to aid students in Grades 9 through 12 whose reading level is below that of the fifth grade. In particular, the program will attempt to: (1) provide new learning experiences that would bridge gaps in reading achievement, enrich student from culturally deprived backgrounds, and stress reading skills; (2) replace student attitudes of apathy with a new self-image; (3) team-teach in special classes using multilevel materials and techniques, to enable the students to better organize, comprehend, and retain information. Only students with an IQ above 75 and exhibiting no signs of severe emotional disturbance would be selected for the program. A five-day workshop will be held for teachers selected for the program. Students involved in the program would be grouped and spend most of the school day with students of similar ability. Approximately 60 students in public schools will participate in the program. For further information, contact Project Director, ESEA Title III, Beaufort County Board of Education, Drawer 830, Beaufort, South Carolina 29902. (DB)

ES 100 229

Centers for Innovation and Change (Project CINCH).

Cleveland City Schools, Tenn.
Project Number 52-69-0001
Descriptors—Curriculum Development, *Demonstration Centers, *Educational Innovation, *Elementary School Students, Individualized Instruction, Inservice Teacher Education, *Junior High School Students, *Preschool Children
A regional network of centers will be planned in which individualized programs of self-directed learning, relevant curricula, and training for students with learning problems will be demonstrated. This network will afford possibilities for rural and urban adaptations. Statistical data and descriptive information from each school district in the target area will be collected, and existing programs in the region will be surveyed. Schools with suitable programs will be selected to be developed as demonstration centers for the network, and their faculties and staffs will become involved in the planning process. Agreements will be secured from selected schools for this purpose. Determination will be made as to at what levels and in what settings (rural, urban, or suburban) additional demonstration programs will be needed, and sites will be selected for their development. A design for the training of administrative, supervisory, teaching, and paraprofessional personnel at the centers will be developed. The project will be evaluated in terms of its objectives. An undetermined number of preschoolers and school children in Grades 1 through 8 will participate in the project. For further information, contact Project Director, ESEA Title III, Cleveland City Schools, 520 Johnson Avenue, Cleveland, Tennessee 37311. (CK)

ES 100 230

Regional Cooperation for the Handicapped

Jackson City Public Schools, Tenn.
Project Number 52-69-0002
Descriptors—*Cooperative Programs, *Educational Diagnosis, Evaluation, *Handicapped Children, Planning, *Professional Personnel, Program Evaluation, *Regional Cooperation, Services
A program designed to aid handicapped children in need of appropriate educational services will be aimed at a regional assessment of their needs and at planning for the coordination of existing services along with the provision of additional services. It will attempt to: identify all pupils needing services for the handicapped; assess the pupil and personnel needs in the existing program; identify services and programs available to each school system; provide information for initial planning of cooperative programs and services; and determine the direction of the future operational grant. The number of students to be served has not yet been determined. For further information, contact Project Director, ESEA Title III, Jackson City Schools, City Hall, Jackson, Tennessee 38301. (DAS)

ES 100 231

Regional Plan for Services to Handicapped

Bristol City Board of Education, Tenn.
Project Number 52-69-0003
Descriptors—*Agencies, Coordination, Educational Needs, Emotional Adjustment, *Handicapped Children, *Identification, Physical Health, *Regional Planning, *Services
This program is designed to identify and classify children within the area who have handicapping conditions which prevent them from participating fully in the normal school program. In addition, it will attempt to identify the agencies available for help with the handicapped, plan for their coordination and use, develop a comprehensive area-wide plan to meet the needs of

the identified children, and develop plans for the utilization of funds and services from different sources. Finally, some model programs will be developed to demonstrate successful ways of financing and providing needed services for the handicapped child. The approximate number of students to be served is 95,510, covering a grade span from kindergarten through Grade 12, in public schools. For further information, contact Project Director, ESEA Title III, Bristol City Board of Education, Central School, Edgemont Avenue, Bristol, Tennessee 37620. (DAS)

ES 100 232

In-Service Education Models for Teachers K-12.
Oak Ridge Schools, Tenn.
Project Number 52-69-0004
Descriptors—Data Processing, *Elementary School Students, *Inservice Teacher Education, *Kindergarten Children, Program Evaluation, *Secondary School Students, *Teaching Models
The competence of an educational team will be upgraded through continuous on-site updating and re-education in order to provide quality education for all children. Effective techniques for updating both professional and nonprofessional educational personnel will be determined. ADP will be evaluated for its present and potential use for instructional and administrative functions in the schools served. The feasibility of highly specialized training for on-line staff in the areas of early childhood education and the educationally handicapped will be determined. The relationship of program, attitude, and staff to the regional drop-out rate will be studied. Existing and potential in-service educational programs will be evaluated. Approximately 585 persons, including public and private school children in kindergarten through Grade 12, adults, and out-of-school youth will participate in the project. An additional 93 staff members engaged in in-service training will also take part. For further information, contact Project Director, ESEA Title III, Oak Ridge Schools, 115 Milan Way, Oak Ridge, Tennessee 37830. (DK)

ES 100 233

Elementary Program for Learning Disabilities.
Windham Northeast Supervisory Union, Bellows Falls, Vt.
Project Number 55-69-0001
Descriptors—Academic Achievement, *Educational Diagnosis, *Elementary Grades, Emotional Development, *Evaluation, *Handicapped Students, Intelligence, Language Ability, *Learning Disabilities, Motor Development
This project will be directed toward assisting children with learning disabilities. The program will include a diagnostic evaluation of their sensory activity, basic intelligence, language (spoken, read, and written), motor function, educational achievement, emotional status, and social maturity. The participating children will be provided with intellectual exercises for learning weaknesses, and will be encouraged to learn at their own rate. The program is expected to yield a multidimensional definition of each child's disabilities and the possibility of greater assistance to other handicapped learners. The approximate number of students to be served is 8, covering a grade span from Grade 1 through 8, with children from both public and non-public schools participating. For further information, contact Project Director, ESEA Title III, Windham Northeast Supervisory Union, Atkinson Street, Bellows Falls, Vermont 05101. (DAS)

ES 100 234

Corrective Speech Therapy.
Chelsea School District, Vt.
Project Number 55-69-0002
Descriptors—Consultants, Followup Studies, *Individualized Instruction, *Inservice Teacher Education, Instructional Materials, *Remedial Instruction, *Speech Therapy
A speech therapy program will seek to identify and diagnose speech problems among the student population, while at the same time providing in-service instruction for the classroom teacher. Each child will be provided with a speech program patterned to his individual needs. Consultants will work with the teachers to prepare materials and to acquire the necessary skills for carrying out such a program. The approximate number of students to be served is 50, covering a grade span from Grade 1 through 12, in public schools. For further information, contact Project Director, ESEA Title III, Chelsea School District, Chelsea, Vermont 05038. (DAS)

ES 100 235

Individually Prescribed Instructional Classroom.
Enosburg Falls Independent School District, Vt.
Project Number 55-69-0003
Descriptors—*Behavioral Objectives, *Emotionally Disturbed Children, *Individualized Instruction, *Learning Disabilities
A program will be planned to meet the individual needs of emotionally handicapped pupils. These pupils have exhibited one or more of the following handicaps: (1) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate types of behavior or feeling under normal conditions; (4) a general, pervasive mood of unhappiness or depression; (5) a tendency to develop physical symptoms, such as speech problems, pains, or fears associated with personal or school problems. When it becomes operational, the program should accomplish the following: (1) help each student change his present mode of behavior and adjust to the world; (2) help each student to enjoy school and learning; (3) help them improve in the various subject areas; (4) help them return to a regular school program. Pupils selected for the program will be tested, and in-service training will be provided for faculty members. Approximately 10 students in Grades 7 through 12 in public schools will participate in the project when it becomes operational, and 23 staff members will engage in in-service training. For further information, contact Project Director, ESEA Title III, Enosburg Falls Independent School District, Enosburg Falls, Vermont 05450. (DB)

ES 100 236

Learning Disability--Speech Therapy.
Lamoille South Supervisory Union, Morrisville, Vt.
Project Number 55-69-0004
Descriptors—*Behavioral Objectives, Educational Improvement, *Elementary Grades, *Language Development, *Speech Handicapped, *Speech Therapy
A program will be set up to help speech handicapped children. Specific program objectives will be to: (1) help the child who has a recognized speech defect to produce the best speech he is capable of; (2) help the children gain a sense of accomplishment through oral expression; (3) improve the child's relationship and interaction with his teacher; (4) enable him to make a better social adjustment to his peers; (5) maximize the learning process by providing him with better tools of communication. A speech therapist will screen all elementary school children. Those who are in need of therapy will be seen by the therapist for at least two 40-minute periods per week. At the end of the year, the children will be retested with the diagnostic evaluation criteria used at the beginning of the year. Close cooperation among the speech therapist, the reading specialist, the specific language disability specialist, and the classroom teacher should improve the educational program for the speech-handicapped children. Approximately 132 public school students in Grades 1 through 6 will participate, and the staff will number approximately 15. For further information, contact Project Director, ESEA Title III, Lamoille South Supervisory Union, Morrisville, Vermont 05661. (DB)

ES 100 237

Education for the Emotionally Handicapped Child.
Charlotte Town Central School District, Shelburne, Vt.
Project Number 55-69-0005
Descriptors—*Emotionally Disturbed Children, *Individual Needs, *Learning Experience, *Regular Class Placement, *Special Education
A program will be initiated to serve the emotionally handicapped children in the school system. A specially trained teacher will work with these pupils during part of each school day. They will then return to the regular classroom for more learning experiences. It is hoped

that this plan will result in a climate which will allow the student to succeed and work within his abilities. The number of students to be served is 15 covering a grade span from Grade 1 through 12 in public schools. For further information contact Project Director, ESEA Title III, Charlotte Town School District, P.O. Box 127, Shelburne, Vermont 05482. (DAS)

ES 100 238

Franklin Northwest Speech Improvement Program.
Franklin Northwest School District, Swanton, Vt.
Project Number 55-69-0006
Descriptors—*Evaluation, *Inservice Teacher Education, *Pretests, *Speech Improvement, *Speech Therapists, Therapy.
A speech therapy program will utilize classroom teachers under the supervision of a speech therapist. After prescreening tests to determine the number of children needing help, an in-service training program will be set up by a speech pathologist to train the classroom teachers. A therapy program will be planned and instituted with on-going evaluation by the pathologist. The approximate number of students to be served is 60, representing a grade span from Grade 1 through 6, with children from both public and non-public schools participating. For further information, contact Project Director, ESEA Title III, Franklin Northwest School District, P.O. Box 123, Swanton, Vermont 05488. (DAS)

ES 100 239

Aid for Speech Handicapped.
Saint Johnsbury School District, Vt.
Project Number 55-69-0007
Descriptors—Academic Achievement, *Communication Skills, Identification Tests, *Individualized Instruction, *Inservice Teacher Education, *Learning Disabilities, Multiply Handicapped, Self Concept, *Speech Handicapped.
A full-time speech therapist will set up and put into effect a program for individual treatment of children in need of speech therapy. A paraprofessional will implement the therapist's recommendations and procedures, and will provide consistent therapy. Classroom teachers will receive training so that they can reinforce the work being done by the specialists. It is hoped that the children presently handicapped by poor speech patterns will improve to the point at which free communication will be possible. The approximate number of children to be served is 60, covering a grade span from Grade 1 through 6, with children from both public and nonpublic schools participating. For further information, contact Project Director, ESEA, Title III, St. Johnsbury School District, 26 Western Avenue, St. Johnsbury, Vermont 05819. (DAS)

ES 100 240

"Speech, Language, and Hearing Project."
Washington West Supervisory Union, Waterbury, Vt.
Project Number 55-69-0008
Descriptors—*Aurally Handicapped, Cooperative Planning, Individualized Instruction, Inservice Teacher Education, *Language Handicaps, *Learning Disabilities, *Multisensory Learning, *Speech Skills, Supplementary Education.
Selected children will spend three hours daily in a special class environment learning the basic skills through an individually prescribed multisensory approach. The remainder of their school day will be spent working in regular classes with nonfrustrational materials geared to the content of the regular curriculum for that grade. Another larger group of children with learning problems of a less severe nature will work in their regular classrooms with materials prescribed and demonstrated by a learning-disability specialist. Team planning of child study members and regular classroom teachers involved will be carried on to insure continuous communications and to provide in-service training. The number of students to be served by this project is 120, covering a grade span from Grade 1 through 6, with children from both public and non-public schools participating. For further information, contact Project Director, ESEA Title III, Washington West Supervisory Union, c/o Superintendent of Schools, Stowe Street, Waterbury, Vermont 05676. (DAS)

ES 100 241

Intensive Speech and Hearing Program.
Chittenden East School District, Richmond, Vt.
Project Number 55-69-0009
Descriptors—*Elementary Grades, Hearing Therapy, Individualized Instruction, *Inservice Teacher Education, Remedial Instruction, Screening Tests, *Speech Therapy.
An intensive speech-therapy program will be provided for elementary school children with speech and/or hearing problems. A qualified speech therapist will conduct the class. Assisting will be three specially designated teachers serving as in-service trainees who will later carry the speech therapy over into the classroom. After a screening process, specific therapy programs will be set up for individual children. It is expected that this program will provide immediate and intensive therapy to those children most in need of speech correction. At the same time, it should provide teachers with in-service training that can be used throughout the year in the regular classroom. The approximate number of students to be served is 15, covering a grade span from Grade 1 through 6, in public schools. For further information, contact Project Director, ESEA Title III, Chittenden East District, Richmond, Vermont. (DAS)

ES 100 242

Strafford Handicapped Aid Program.
Stafford School District, Vt.
Project Number 55-69-0010
Descriptors—*Emotionally Disturbed Children, *Handicapped Children, Individualized Programs, Inservice Teacher Education, *Learning Disabilities, *Psychological Evaluation, *Speech Therapy.
Children who have speech impairments or who are seriously emotionally disturbed will be identified. When it has been determined that selected students need and can profit from special assistance, this assistance will be provided. The assistance will be in the form of individual therapy from a person qualified to perform the necessary tasks. At the same time, the therapist will work with the school faculty on an in-service basis to insure continuity of the program. It is hoped that with the necessary special assistance these students will be able to go into their regular classrooms and function in a satisfactory manner. The approximate number of students to be served is 15, covering a grade span from Grade 1 through 12, in public schools. For further information, contact Project Director, ESEA Title III, Strafford Town School District, Strafford, Vermont 05072. (DAS)

ES 100 243

A Model Marine Science Laboratory
North Kitsap School District 400, Poulsbo, Wash.
Project Number 57-69-0010
Descriptors—Activity Learning, Individualized Instruction, *Information Dissemination, Inservice Teacher Education, *Instructional Materials Centers, Interdisciplinary Approach, *Marine Biology, Multimedia Instruction, *Ocean Engineering, *Science Laboratories.
A model marine science laboratory will be developed by remodeling and equipping a facility at a suitable salt water site. The mission of the laboratory will be to serve as a disseminating agency and as a marine science teaching station. As a disseminating agency, the lab will serve as a marine science instructional materials center, provide in-service education for teachers, and develop and provide marine science units, activities, and courses of study. As a science teaching station, it will serve as a field trip site, serve as a classroom for secondary school students, provide students with after-school and weekend activities, serve as a base for summer enrichment programs, and serve as a base for in-service research and adult evening school classes. This should promote an approach to science teaching which is activity centered, individualized, interdisciplinary, and multimedia. The approximate number of students to be served by this project is 24,229, covering a grade span from kindergarten through Grade 12, with children from both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, North Kitsap School District No. 400, P.O. Box 68, Poulsbo, Washington 98370. (DAS)

ES 100 244

Focus on Individuals: Teacher - Pupils.

Clover Park School District Number 400, Lakewood Center, Wash.
Project Number 57-69-0031
Descriptors—*Elementary School Students; *Individualized Instruction; *Inservice Teacher Education; *Kindergarten Children; *Secondary School Students; Self Evaluation; Summer Workshops
In order to best deal with a highly transient student population, an in-service program will be set up to help teachers acquire the skills, knowledge, and attitudes needed to make the daily classroom decisions that comprise a truly individualized instructional program. An in-service committee of district administrators, teachers, principals, supervisors, and private school personnel will be formed to continue the planning of the design of the program begun during the preparation of this application. This group will meet for a 3-week period during the summer for the purpose of self-education and program design. In this workshop, the group will have the assistance of expert consultants in evaluation, individualized instruction, and behavioral measurement. After deciding on evaluation needs and tools, the committee will arrange for an initial assessment of teacher and student knowledge, attitudes, and skills. A program of instruction to involve the teachers in at least five different courses will be designed to meet the needs revealed in this initial assessment. Expert instructors from outside and within the district will teach the courses. Teacher self-evaluation will play a major role in the project. Video-tape recording will be purchased to facilitate this continuing self-assessment of classroom practices. Approximately 16,290 public and private school children in kindergarten through Grade 12 and 151 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, Clover Park School District No. 400, 5214 Steilacoom Blvd. S.W., Tacoma, Washington 98499. (CK)

ES 100 245

Pride of Heritage: A Refocus on Indian Education
Spokane School District 81, Wash.
Project Number 57-69-0032
Descriptors—*American Indians; *Counseling Services; *Cultural Background; *Educational Objectives; *Inservice Teacher Education
A program will be carried out to help alleviate the self-alienation tendencies of American Indian children by teaching them how to apply their values and culture to modern society. The program will be comprised of three components: (1) a Saturday program in which modern Indian psychology, folklore, fine arts, and Indian crafts will be taught; (2) counseling services related to educational advice; and (3) in-service workshops for the training of teachers and the development of instructional materials. Pre- and post-tests will be administered to the students at the beginning and end of each semester of the Saturday program, and evaluations will be made of the in-service program. The project will serve approximately 150 students per year, both public and nonpublic, in Grades 1 through 12. Approximately 25 teachers who are in contact with Indian students will attend the workshop each summer. For further information, contact Project Director, ESEA Title III, Spokane School District 81, W. 825 Trent Avenue, Spokane, Washington 99201. (DB)

ES 100 246

Systematic Program for Instructional Improvement
Walla Walla School District 140, Wash.
Project Number 57-69-0033
Descriptors—*Educational Innovation; *Elementary Grades; Feedback; Inservice Teacher Education; *Instructional Improvement; *Interdisciplinary Approach; Seminars; *Social Studies Units; Workshops
A comprehensive program will seek to develop a systematic and exportable program for staff and instructional improvement. At the conclusion of a preproject seminar designed to improve knowledge of current educational programs, a curriculum production workshop will be held. This workshop will be designed to produce units of social studies materials which will incorporate an interdisciplinary approach to elementary school social studies. Staff training will take place for the participants selected to run the innovative social studies units in other elementary schools. Throughout the period of this project, a series of meetings will be held to evaluate the program and take action on the feedback. The approximate number of students to be served by this project is 1,035, covering a grade span from kindergarten through Grade 6, with children from both public and nonpublic schools participating. For further information, contact Project Director, ESEA Title III, Walla Walla School District Number 140, 364 S. Park Street, Walla Walla, Washington 99362. (DAS)

ES 100 247

Operation Pay Day
Omak School District 19, Wash.
Project Number 57-69-0034
Descriptors—*Handicapped Students; High School Students; Inservice Teacher Education; *Job Placement; *Mentally Handicapped; *Occupational Guidance; *Sheltered Workshops; Special Education; Vocational Education
Operation Pay Day will provide training and employment in the local community for mentally handicapped youths. These young people should be helped to attain a regular role in society, learn to be independent, and develop an independent source of income. Their families should be helped to cope with the students' needs, and to provide guidance and encouragement. Employers are expected to learn how to properly supervise the mentally handicapped and how to create a supportive attitude. The approximate number of students to be served is 130, covering a grade span from Grade 7 through 12, with children from both public and nonpublic schools participating, as well as 30 children presently not enrolled in schools. For further information, contact Project Director, ESEA Title III, Omak School District #19, P.O. Box 633, Omak, Washington 98841. (DAS)

ES 100 248

Male-Oriented Program for Boys
Seattle Public Schools, Wash.
Project Number 57-69-0035
Descriptors—*Academic Achievement; Attention Span; Discipline Problems; *Kindergarten; *Males; Motivation; Physical Development; *Student Adjustment; *Verbal Ability
This program is designed to help boys have a more successful elementary school experience, both in terms of academic achievement and school adjustment. A class made up of all male children will be taught by a male teacher and a male aide, and will emphasize and build on the characteristics and strengths commonly found in male children. As a result of this program, participants are expected to show greater oral participation in class, increased attention spans, more interest in attending school, greater academic skills, less aversive behavior, greater knowledge and ability to use tools, and more growth in ability to use large and small muscles. The approximate number of students to be served by this project is 280 kindergarten children in the public schools. For further information, contact Project Director, ESEA Title III, Shoreline Public School District 412, N. E. 158th and 20th N. E., Seattle, Washington 98155. (DAS)

ES 100 249

Clinical Classroom
Burlington-Edison School District 100, Burlington, Wash.
Project Number 57-69-0036
Descriptors—*Behavioral Objectives; *Classroom Environment; Inservice Teacher Education; Student Needs; *Teaching Programs; *Teaching Techniques
A clinical classroom will be established for the purpose of developing, validating, implementing, and disseminating teaching programs and instructional strategies. The specific objectives of the classroom will be to: (1) provide controlled facilities where the performance of the students and teachers can be observed; (2) gather base-line data related to student's behavior and performance; (3) specify the learner's terminal performance as determined by the teacher's classroom model; (4) develop strategies for achieving student performance objectives; (5) provide assessment of various instructional strategies; (6) provide for the efficient use of teacher time; (7) provide teachers with experience in using developed instructional

strategies (8) develop a change in the teacher's attitudes toward a child's learning processes and needs (9) design instructional materials. Approximately 40 public students and 2 nonpublic students in Grades 1 through 6 will participate in the program, and 16 staff members will engage in in-service training. For additional information, contact Project Director, ESEA Title III, Burlington-Edison School District No. 100, 936 Victoria Avenue, Burlington, Washington 98233. (DB)

ES 100 250

Pasco Mobile Class Piano Laboratory.
Pasco School District 1, Wash.
Project Number 57-69-0037
Descriptors—Audiovisual Aids, *Economically Disadvantaged, *Electronic Equipment, *Grade 4, Individualized Instruction, Learning Laboratories, *Mobile Classrooms, *Music Education
A mobile music laboratory will be established to provide piano instruction to economically deprived youth. A large bus will serve as the classroom and will travel from building to building. The laboratory will employ the teaching machine concept of music education without sacrificing pupil-teacher relationships. This audio-keyboard facility can consist of as many as 24 student electronic pianos. The communication center, which is built directly into the instructor's electronic piano, will permit personal instruction for students individually or as a part of a group of students—each at his own electronic piano. Through the utilization of earphones, two-way audio-keyboard communication between the student and instructor will be achieved without an audible sound in the room. The laboratory class will also be incorporated into the school district's summer program. Approximately 1,356 fourth-graders in public and private school and 5 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, Pasco School District No. 1, 1004 N. Mead Avenue, Pasco, Washington 99301. (CK)

ES 100 251

Project 80: Title III, Planning Grant.
Tahoma School District 409, Maple Valley, Wash.
Project Number 57-69-0038
Descriptors—Educational Facilities, *High School Curriculum, *Individualized Instruction, *Inservice Teacher Education, *Learning Activities, *Material Development
A new public high school which has been designed will engage in planning, teacher and support staff orientation, and materials development projects. The school's central principle will be individualized instruction. A Learning Activities Package (LAP) approach will be employed to accomplish educational objectives. Teachers will be trained in the development and use of the LAPs. By using the LAP units, which consist of a series of different kinds of activities using different media, the individual student will be able to greatly expand his educational horizons. Approximately 1,500 students in Grades 7 through 12 will participate in the project, and approximately 50 staff members will engage in the in-service training in the development and use of the LAPs. For further information, contact Project Director, ESEA Title III, Federal Way School District 210, 1430 South 308th, Federal Way, Washington 98002. (DB)

ES 100 252

Toward Acceptance.
Bainbridge Island School District 303, Wash.
Project Number 57-69-0039
Descriptors—Community Resources, Counselors, *Cultural Factors, *Curriculum Development, *Ethnic Groups, *Inservice Teacher Education, *Minority Groups, Parent Participation, Resource Centers
An attempt will be made to expose students and teachers of the area to the moods and culture of their local minority group. The proposal is to be implemented through the following activities: (1) in-service training activities for teachers to help them become more sensitive to the needs of minority children and to coordinate curriculum development, (2) establishment of a resource council to seek out people and materials from the area to contribute to the program, (3) employment of a member of the local minority group as a counselor aide to assist with parent involvement, (4) establishment of a multiracially based student-resource center, and (5) design of a planned program of cultural enrichment. The approximate number of students to be served is 510, covering a grade span from kindergarten through Grade 12 in public schools. For further information, contact Project Director, ESEA Title III, Bainbridge Island School District No. 303, Box 591, Bainbridge Island, Washington 98110. (DAS)

ES 100 253

Ritzville Intensive Inservice Education Project.
Ritzville School District 160-67, Wash.
Project Number 57-69-0040
Descriptors—*Inservice Teacher Education, *Interpersonal Relationship, *Student Teacher Relationship, *Summer Workshops, *Teaching Techniques
A program will be implemented to assist teachers in updating their teaching skills. In general, the program will attempt to: (1) stimulate pupil initiated and self-directed learning, (2) generate productive interaction between pupils and teachers, (3) familiarize teachers with and help them to feel competent in utilizing teaching strategies that lead to higher level thinking skills, (4) provide teachers with methods by which to analyze instruction effectiveness of interpersonal relationships among staff members and between teachers and pupils. The program will be conducted in three phases. Phase I will consist of three summer workshops involving all classroom teachers of the elementary school. Phase II will provide concentrated help to the classroom teacher during the year following the workshop, and Phase III will be the project evaluation. Approximately 383 public school students in Grades 1 through 12 will participate in the project and 16 teachers will take part. For further information, contact Project Director, ESEA Title III, Ritzville School District #160-67, 106 East 7th Avenue, Ritzville, Washington 99169. (DB)

ES 100 254

Combatting Human Inadequacies and Learning Disorders (CHILD).
Tahoma School District 409, Maple Valley, Wash.
Project Number 57-69-0041
Descriptors—*Child Development, *Inservice Teacher Education, *Learning Activities, *Parent Participation, *Workshops
A program to prevent or overcome development of learning difficulties among preschool and young school children will be designed and implemented. The program will also attempt to equip parents and teachers with methods and techniques to enrich and stimulate the learning environment in home and school. The specific objectives of the program will be to: (1) develop a positive attitude toward learning in children, (2) develop independence and increased decision-making capability in children, (3) involve parents in more active participation in the school program, (4) improve the self-concept of the parent, (5) demonstrate methods of reinforcement to parents and ways of presenting activities to children, (6) provide in-service workshops in perception, self-concept, and psychology of learning for parents and teachers, (7) present lectures and discussions on physical, emotional, and social growth patterns of children, (8) evaluate program and disseminate information. The program will be developed in two major phases. Phase I will be an intensified three-week program. Phase II will encompass a series of evening workshops. Approximately 170 children who are prekindergarten through Grade 6 in public schools and 20 nonpublic prekindergarten and kindergarten children will participate in the program, in addition to approximately 120 parents and 50 staff members. For further information, contact Project Director, ESEA Title III, Tahoma School District #409, 21630 244 S. E., Maple Valley, Washington 98038. (DB)

ES 100 255

"Occupational Versatility".
Highline Public Schools, Seattle, Wash.
Project Number 57-69-0042
Descriptors—*Autoinstructional Aids, *Individualized Instruction, *Industrial Arts, *Inservice Teacher Education, *Problem Solving
An individualized industrial arts program for the middle school and/or junior high school will be designed

operated and evaluated. The program will utilize a problem-solving system for the guidance and control of the students' activities. Self-instructional materials that include single-concept films will be utilized. The student goals will include the development of problem-solving abilities and manipulative skills associated with the industrial education concepts. Pilot programs will be operated in four schools in order to serve the metropolitan area. In-service teacher education will be provided. Project evaluation will be conducted continuously, and student evaluation will be utilized as a means to improve student performance. Approximately 600 public school students in Grades 6 through 9 will participate in the project, as will 4 staff members. For further information, contact Project Director, ESEA Title III, Highline School District #401, 253 South 152nd Street, P. O. Box 66100, Seattle, Washington 98166. (DB)

ES 100 256

Summer Work-Camp Experience.

Everett Intermediate District 8, Wash.

Project Number 57-69-0043

Descriptors—*Behavioral Objectives, *Handicapped Students, *Resident Camp Programs, *Summer Programs, *Work Experience Programs

A summer work-camp program will be set up to help handicapped students, boys and girls, with functional disturbances determine their personal attitudes, potentials, and family background that influences their behavior. These students are unable to function in a regular classroom and are attending prevocational programs in the area. They will be encouraged to develop a wider range of skills and work habits necessary for obtaining and keeping a job after completion of their schooling, as well as to develop a wider range of recreational and interpersonal skills. Pre- and post-tests administered to the students will be situation and proficiency tests, and selected behaviors and task accomplishment will be measured. Approximately 80 public prevocational school students will participate in the program, representing a 16 to 19 years-of-age range. The staff of 26 will attend a workshop prior to the start of the program. For further information, contact Project Director, ESEA Title III, Intermediate District 8, Room 328, Courthouse, Everett, Washington 98201. (DB)

ES 100 257

Renton Learning Center.

Renton School District 403, Wash.

Project Number 57-69-0044

Descriptors—*Academically Handicapped, *Behavioral Objectives, *Inservice Teacher Education, *Learning Disabilities, *Parent Participation

A comprehensive program, focused upon service, training, and research, will be provided to alleviate learning problems of the educationally handicapped. The program, to be called a Learning Center, will initiate, prescribe, and evaluate new approaches to learning. Functions that will be performed by the Learning Center staff include: (1) assessment of pupil deficit, (2) development of specific behavior objectives for each student, (3) charting of program prescriptions for each child, (4) provision of a planned program of required in-service training for the staff, (5) achievement of parental involvement in in-service activities of the staff, (6) behavior modification program, (7) evaluation of each phase of the child's program by continuous daily recording of each child's performance as compared with base-line recordings. Approximately 359 children will participate in the program, from prekindergarten through Grade 12. 12 of these children will come from nonpublic schools. Staff members engaged in in-service training will number approximately 55. For further information, contact Project Director, ESEA Title III, Renton School District No. 403, 1525 North Fourth Street, Renton, Washington 98055. (DB)

ES 100 258

Project SKILL (Skill Development Through Individual Learning Levels).

Franklin Pierce School District, Tacoma, Wash.

Project Number 57-69-0046

Descriptors—*Academic Achievement, *Individualized Instruction, Inservice Teacher Education, *Mathematics Instruction, Small Group Instruction, *Student Attitudes, *Teacher Attitudes

A pilot school program will be set up for the purpose of installing individualized prescription instruction (IPI) in an elementary school. Efforts will be made to accomplish the following objectives: (1) to restructure the organization of an elementary school instruction program from self-contained graded programs to an individualized system of instruction, (2) to improve the quality of achievement and the attitude of students in the area of mathematics, (3) to increase the teacher time spent in small-group discussions with students, as well as to have less teaching staff units in the area of mathematics, (4) to improve teacher attitudes toward teaching mathematics in the elementary grades, (5) to provide more individualized instruction, better materials, and predictable outcomes in mathematics at a cost equal to or less than present costs. Activities that will be performed in order to accomplish the program objectives include the selection of one system and the grade level for the project, the provision of in-service training for staff, project installation, the determination of the control group, a summer workshop, and the administration of attitude and achievement tests. Standardized and subjective tests will be used to evaluate student achievement. Approximately 480 public school students in Grades 3 through 6 will participate in the project, and 6 staff members will be assigned. For further information, contact Project Director, ESEA Title III, Franklin Pierce School District 315 South 129th Street, Tacoma, Washington 98444. (DB)

ES 100 259

A Plan for Preventing Reading Disabilities, K-6.

Port Angeles School District 21, Wash.

Project Number 57-69-0047

Descriptors—Curriculum Development, *Diagnostic Teaching, *Elementary School Students, *Inservice Teacher Education, *Kindergarten Children, *Reading Difficulty, Self Evaluation

In-service training will be provided to teachers in order to increase their skills in identifying, analyzing, and remediating reading disabilities at the primary level in one or more of the five causal areas: (1) physical, (2) mental, (3) educational, (4) emotional, and (5) environmental. Diagnostic practices to by employed by classroom teachers will be developed. The nature of the elementary curriculum will be directed into more realistic learning areas as dictated by the screened results of student needs. Teacher self-evaluation and attitudes favorable toward change will be encouraged. Nine days of instruction in 3-hour time periods over a 9-month term will be provided to teachers. Participating teachers will also receive instruction and observe examples and models at periodic building staffings. Each teacher will conduct screening procedures within the regular classroom setting and will be furnished in-service assistance. Reinforcement will be accomplished by visits of the project director to the classroom to assist teachers with the procedures for identifying disabilities. Approximately 1,300 public and private school children in kindergarten through Grade 6 and 48 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, School District No. 21, Port Angeles, Washington 98362. (CK)

ES 100 260

Exemplary Magnet Program.

Tacoma School District 10, Wash.

Project Number 57-69-0048

Descriptors—*Academic Achievement, *De facto Segregation, Educational Programs, *Interschool Communication, *Student Attitudes, *Teacher Attitudes

This program is designed to increase student achievement, to lessen de facto segregation, and to improve the attitudes of students, teachers, and parents in six elementary schools. To accomplish these program objectives, two Triads, each to consist of three existing elementary schools, will be formed to effect a permanent relationship between the schools involved. Educational programs in each school will serve as magnets for a heightened interchange of pupils among the three schools. The program will also create a greater measure of multiracial educational experiences, and complementing specialized educational

programs within each Triad will induce attendance outside of normal neighborhood areas. A Summer Cultural Arts experience in a camp setting will also be provided as both an introductory and continuing phase of the total process of building enduring relationships among the students. Approximately 4,034 students from both public and nonpublic schools representing a grade span from kindergarten through Grade 12 will participate in the program. Staff members engaged in in-service training will number approximately 45. For further information, contact Project Director, ESEA Title III, Tacoma School District No. 10, P. O. Box 1357, Tacoma, Washington 98401. (DB)

ES 100 261

Curriculum Improvement Center

Berkeley County Board of Education, Martinsburg, W. Va.

Project Number 58-69-1022

Descriptors—*Curriculum Development, *Curriculum Guides, Educational Planning, *Elementary School Students, Inservice Teacher Education, *Kindergarten Children, Regional Cooperation, *Secondary School Students, Special Education, Summer Workshops

Regional guidelines to assist county curriculum councils with educational planning will be developed. When a satisfactory degree of cooperation has developed among the councils, contiguous counties will complement each other's educational plannings and activities. Out of these curriculum guides will come numerous faculty recommendations. Any problems resulting from them will be the responsibility of the school principal and planning committee. Ensuing curriculum improvements will result in fewer dropouts, more pupil planning and participation in learning activities, improved teacher and pupil morale, and better community living. Three area vocational-technical schools will be established. A comprehensive program for the handicapped will be initiated. Professional guidance, supplied through the personnel of the curriculum center, will assist with the organization of special education classes, plus the in-service training necessary for teachers and teacher aides. Teachers and supervisors will be provided with the kinds of in-service leadership and experiences that will assist them in becoming more effective with new educational methods, resources, and techniques. Summer workshops will be conducted for selected high school students for the purpose of raising their horizons for learning and equipping them with experiential resources to take back to their classes. Approximately 28,365 public and private school children in kindergarten through Grade 12 will participate in the project. For further information, contact Project Director, ESEA Title III, Berkeley County Board of Education, 401 S. Queen Street, Martinsburg, West Virginia 25401. (CK)

ES 100 262

Educational Resource Center

Webster County Board of Education, Webster Springs, W. Va.

Project Number 58-69-1514

Descriptors—*Cultural Enrichment, *Curriculum Development, *Educational Improvement, *Elementary School Students, Inservice Teacher Education, Instructional Materials, Pilot Projects, *Secondary School Students

The educational and cultural level of students will be raised by introducing curriculum change and innovative ideas for use by classroom teachers and by giving assistance to administrators where requested. The general public will be involved in a school improvement program. Each subject-area specialist of an educational resource center will develop at least one pilot project in each county in cooperation with local teachers and administrators. The specialists will provide continuous in-service training and consultation for personnel involved in pilot projects. Continued in-service training for teachers and teacher aides will be provided in each county as requested. Information concerning pilot projects and other PACE Center activities will be disseminated through brochures, bulletins, news media, personal contacts, and a monthly newsletter during the school year. Assistance with planning and operation of county summer programs will be given where requested. On a regular basis, 8-mm sound films and other educational materials will be delivered to schools designated by county administrators. Approximately 20,214 public school children in Grades 1 through 12 and 895 staff members engaged in in-service training will participate in the project. For further information, contact Project Director, ESEA Title III, Webster County Board of Education, 327 River Drive, Webster Springs, West Virginia 26288. (CK)

ES 100 263

Center for Creative Educational Advancement

Wood County Board of Education, Parkersburg, W. Va.

Project Number 58-69-1546

Descriptors—*Curriculum Development, *Educational Change, *Inservice Teacher Education, *Relevance (Education), *Special Education

A center will be established to effect the design and implementation of relevant educational change. The specific objectives of the center's program will be to: (1) foster in students a positive attitude for learning, (2) provide and/or supplement services, facilities, and resource materials for the continuous professional growth of teachers and administrators, (3) establish and encourage on a pilot basis exemplary programs of instruction relevant to the educational environment indigenous to the project area and pertinent research empirical in nature and design, (4) provide curriculum assistance and materials in the area of special education, (5) increase the involvement of lay personnel in the educational process, (6) coordinate cooperatively with various foundation, state, and federally funded programs. Focusing on relevant educational change from preschool through Grade 12, special subject area curriculum specialists will be employed for the purpose of providing leadership in program development, revision, and innovation in the areas of mathematics, science, language arts, music, art, physical education, social studies, and special education. These specialists will work with teachers, administrators, and parents. Approximately 30,201 public school students in Grades 1 through 12 will participate in the project, and approximately 1,362 staff will engage in in-service training. For further information, contact Project Director, ESEA Title III, Wood County Schools, 1210 13th Street, Parkersburg, West Virginia 26101. (DB)

ES 100 264

Assistance to Rural Children

Campbell County School District 1, Gillette, Wyo.

Project Number 60-69-0305

Descriptors—Administration, Coordination, *Educational Needs, Improvement Programs, *Program Planning, *Rural Schools, *Services, *Teacher Education

A program of educational assistance to rural children will assess the needs of the county and select a plan that will best meet these needs. It will seek to determine the educational services that can be offered and the necessary facilities, instructional personnel, supplies, and administrative needs. After surveying the preparation of teachers in the rural areas, it will attempt to determine what can be done to improve the certified personnel in the district. A model county school district will be selected and priorities set up in order that the rural isolated school children can profit educationally under the direction of one administrative staff member. The approximate number of students to be served is 300, covering a grade span from Grade 1 through 12, in public schools. For further information, contact Project Director, ESEA Title III, Campbell County School District #1, 103 West Third Street, Gillette, Wyoming 82716. (DAS)

ES 100 265

Creativity in Child-Centered Instruction

Albany County School District 1, Laramie, Wyo.

Project Number 60-69-0104

Descriptors—*Creative Teaching, *Creativity, Inservice Teacher Education, Instructional Improvement, Learning Experience, *Perception, Talent Development, *Workshops

This project's aim will be to improve instruction at all levels by encouraging the teacher's awareness of the creative ability and diversity of talents in her students. Desired outcomes include a more child-centered approach to instruction, an openness to new experiences on the part of both the student and teacher, and an increased capacity on the part of the teacher for creative teaching. The approximate number of students to be served is 4,266, covering a grade span from kindergar-

ten through Grade 12 in public schools. For further information, contact Project Director, ESEA Title III, School District Number One, Albany County, Laramie, Wyoming, 9th and Grand, Room 102, Washington Building, Laramie, Wyoming 82070. (DAS)

ES 100 266

A Cooperative Program for Retardates.
Hot Springs School District 9, Thermopolis, Wyo.
Project Number 60-69-0901
Descriptors—*Cooperative Programs, *Demonstration Programs, *Educational Needs, *Mental Retardation, *Program Planning
The objective of this program will be the improvement, expansion, and further development of a cooperative educational facility for severely mentally handicapped children. The project is intended to serve also as a model for other areas of the state so that the benefits can be analyzed and adopted if comparable needs are identified in those sections. Plans call for: (1) a survey of the area to determine the extent of needs, (2) direct contact with the school personnel to establish long-term support for the program, (3) formation of a cooperative board, (4) establishment of means for funding costs, and (5) preparation of proposals regarding offerings and personnel needed. The approximate number of students to be served is 25, covering a grade span from Grade 1 through 6, in public schools. For further information, contact Project Director, ESEA Title III, School District #9, 331 Park Street, Thermopolis, Wyoming. (DAS)

ES 100 267

Kemmerer Outdoor Laboratory (KOLab).
Lincoln County School District 1, Kemmerer, Wyo.
Project Number 60-69-1203
Descriptors—*Conservation Education, Ecology, *Environmental Education, Field Studies, *Inservice Teacher Education, Natural Sciences, *Outdoor Education, Resource Units, *Supplementary Education, Workshops
A supplementary outdoor education program will be established to insure relevant education in the areas of natural science, ecology, and conservation. An unpretentious sage-brush area and a muddy watering hole will be utilized to teach the principles of ecology and the philosophy of conservation. Teachers and students are expected to gain philosophical insight into: (1) the biological and physical principles and processes operating upon the earth, (2) the complexity of the biosphere, (3) man's position in the biosphere, and (4) the importance of ecological education. The approximate number of students to be served is 1,142, covering a grade span from kindergarten through Grade 12, in public schools. For further information, contact Project Director, ESEA, Title III, School District No. 1, 717 Sage Avenue, Kemmerer, Wyoming 83101. (DAS)

ES 100 268

Humanizing and Individualizing Instruction
Sheridan School District 7, Wyo.
Project Number 60-69-1702
Descriptors—Academic Achievement, *Arithmetic, Curriculum, Curriculum Guides, *Human Development, *Individualized Instruction, Inservice Teacher Education, Library Programs, *Mental Health, Problem Children, *Social Studies
Curriculum materials which emphasize individualized instruction will be developed. At the same time, the services of a mental health center will be used in an attempt to sensitize teachers to the emotional needs of the children. In the area of social studies, students will be given more individualized programs. A set of materials in arithmetic fundamentals, including performance objectives and individual contracts, will also be developed. In addition, all participating educational agencies will participate in the development of a more adequate professional library for the area. The approximate number of students to be served is 4,125, covering a grade span from kindergarten through Grade 12, in both public and nonpublic schools. For further information, contact Project Director, ESEA, Title III, Sheridan School District #7, Taylor School Building, 1020 North Main Street, Sheridan, Wyoming 82801. (DAS)

ES 100 269

The Tulsa Economic Education Project (TEEP)
Tulsa Independent School District 1, Okla.
Project Number DPSC-69-5946
Descriptors—*Curriculum Development, *Economics, Elementary Grades, *Inservice Teacher Education, *Multimedia Instruction, Secondary Grades, *Teaching Techniques
Inservice training in economics education will be provided for elementary and secondary school teachers of related subjects. Content, instructional techniques, the analysis and evaluation of materials, and the use of multimedia in teaching economics will be studied, and economics, guidance and vocational education, media, and curriculum consultants will be employed in the program. Approximately 81,495 public school students and 4,340 private school students are enrolled in the geographic area. For further information, contact Charles C. Mason, Superintendent of Schools, P.O. Box 4715, Tulsa, Oklahoma 74114. (918) 743-3381.

ES 100 270

Special Education Music-Dance Program.
Shoreline School District 412, Seattle, Wash.
Project Number DPSC-69-6798
Descriptors—*Curriculum Development, *Dance, Elementary School Students, *Handicapped Students, Inservice Teacher Education, Material Development, *Music Education, Secondary School Students, *Special Education, Teaching Techniques
Curriculum materials and strategies will be developed for teaching music and dance to handicapped pupils in a program designed to broaden their cultural and social awareness and participation. Approximately 227 public school students in Grades 1 through 12 will participate in the program, with approximately 34 staff members who will engage in in-service training. For further information, contact Eldon G. Boice, Administrative Assistant to Superintendent, Shoreline Public School No. 412, 15Bth Street and 20th Avenue, N.E., Seattle, Washington 98155. (206) 362-7900.

ES 100 271

Project 3R
Suffield Board of Education, Conn.
Project Number DPSC-69-6799
Descriptors—*Behavior Change, *Educational Therapy, Elementary School Students, *Individualized Instruction, *Inservice Teacher Education, *Maladjustment, Regional Programs, Secondary School Students
A model program for socially emotionally maladjusted children will serve four school systems and will provide individualized instruction and interdisciplinary clinical services for each child. Project personnel will adapt some of the techniques for working with maladjusted children which are used in Project Re-ed at George Peabody College and at the League School in Brooklyn. The initial grant will support summer inservice training for the entire project staff. Approximately 1,546 public school students in kindergarten through Grade 12 will participate in the project. For further information, contact John H. Green, Superintendent, Mountain Road, Suffield, Connecticut 06078. (203) 668-7347.

ES 100 272

Supplemental Service Center
California School for the Blind, Berkeley
Project Number DPSC-69-6800
Descriptors—*Behavioral Objectives, *Instructional Materials, Secondary School Students, Special Services, *Student Needs, *Textbooks, *Visually Handicapped
A supplemental service center will be established to survey and meet the special instructional needs of visually handicapped students in Grades 9-12 throughout the state. Needed materials in appropriate media will be provided by the Center, which will also evaluate the effectiveness of the material. Approximately 803 public school students in Grades 9 through 12 will participate in the project. For further information, contact Everett Wilcox, Superintendent, California School for the Blind, 3001 Derby Street, Berkeley, California 94705. (415) 843-2662.

ES 100 273

Active Rehabilitation Integrated with Socialization and Education (ARISE).
Falmouth School Dept., Maine

Project Number DPSC-69-6804
Descriptors—Community Role, *Handicapped Children, *Inservice Teacher Education, *Parent Participation, *Physically Handicapped, *Special Education
An existing educational program will be expanded and enriched to develop to full potential the physical, intellectual, social and emotional capacities of physically handicapped children and to assimilate these children into the mainstream of community life. Activities for the students will be conducted in five areas: personal hygiene and social behavior, mobility and communication skills, fine arts, and work apprenticeship and vocational counseling. Preservice and in-service training will be provided for the staff. Parents will have the opportunity to become actively involved in the programs for the children and to participate in group counseling sessions. The project will coordinate its activities with those of other community agencies and organizations and will seek to involve the general community in its programs. Approximately 44 children, ranging in age from 5 to 21 years, will participate in the program, and approximately 15 staff members will engage in in-service training. For further information, contact Elizabeth G. Morrison, Executive Director, Cerebral Palsy Center, 75 Grant St., Portland, Maine 04101, (207) 775-2801.

ES 100 274

Mainstream Revisited.
Greater Egg Harbor Regional High School District, Mays Landing, N.J.
Project Number DPSC-69-6805
Descriptors—*Adolescents, *After School Programs, *Behavior Change, *Group Dynamics, Project Training Methods, *Socially Maladjusted
A self-contained academic and group dynamics program will be conducted after regular school hours for socially maladjusted adolescents. The program will feature self-government by students through elections and through the development of by-laws and codes of behavior; students' evaluation of their own behavior through interaction with others and through the use of videotapes; and a flexible approach to the teaching of academic subject matter. Community based vocational training will also be offered to project participants. Approximately 12 public school students in Grades 7 through 12 will participate in the program, with approximately 6 staff members who will engage in in-service training. For further information, contact James Much, Project Director, Greater Egg Harbor Regional High School District, Mays Landing, New Jersey 08330, (609) 625-2242.

ES 100 275

Prescriptive Teaching Program.
New Providence Board of Education, N.J.
Project Number DPSC-69-6806
Descriptors—*Diagnostic Teaching, *Elementary School Students, *Individualized Instruction, Instructional Materials, *Learning Disabilities, *Special Education
A nonstigmatizing school setting will be provided for children who have not responded to traditional methods because of neurological impairments, perceptual motor problems, or specific language disabilities. Children with severe learning problems will spend three hours a day in a special class environment learning basic skills through an individually prescribed multisensory approach. Children with less severe problems will work in their regular classrooms with materials prescribed and demonstrated by project specialists. The specialists will also provide in-service training for classroom teachers in methods and materials for working with the disabled student. Approximately 120 children in Grades 1 through 5 from both public and nonpublic schools will participate. For further information, contact Joseph M. Romanko, Director of Special Services, 309 South St., New Providence, New Jersey 07974, (201) 464-9450.

ES 100 276

An Interdisciplinary Approach to the Education of the Learning Handicapped Public High School Student.
Rancocas Valley Regional Board of Education, Mount Holly, N.J.
Project Number DPSC-69-6807
Descriptors—*Academically Handicapped, *Curriculum Enrichment, High School Students, Inservice Teacher Education, *Interdisciplinary Approach, *Learning Disabilities
Children with learning handicaps will be offered a special curriculum composed of a block class of English and history, a block class of science and mathematics, and remedial reading with individual tutors. Block classes will be taught by specially trained teacher-counselors. College students, acting as participant-observers, will serve as teacher aides in the classroom and will also make visits to the homes of project participants. Approximately 6,220 students are enrolled in public schools and 595 are enrolled in private schools in the area to be served. For further information, contact James Fisher, Project Director, Jacksonville Road, Mt. Holly, New Jersey 08060, (609) 267-0830.

ES 100 277

Educating Emotionally Handicapped using Behavior Modification.
District of Columbia Public Schools, Washington, D.C.
Project Number DPSC-69-6811
Descriptors—*Behavioral Science Research, *Behavior Change, *Emotionally Disturbed Children, *Inservice Teacher Education, Parent Participation, Reinforcement, *Special Education
Behavior modification techniques will be used to eliminate the undesirable behavior of emotionally handicapped children and to help them return to a regular classroom setting. The full-time instructional program will include a laboratory-classroom for the inservice training of teachers and graduate students concerned with the education of the emotionally handicapped. Parents of participating children will serve as paraprofessionals in the classroom and will take part in group seminars and discussions. Approximately 48 public school children in Grades 1 through 6 will participate in the program, and approximately 648 adults and 30 staff members will be directly involved in workshops, seminars, and in-service training. For further information, contact Mildred P. Cooper, Title III Coordinator, 415 Twelfth Street, N.W., Washington, D.C. 20004, (202) 347-6383.

ES 100 278

Extended In-System Training Regarding Specific Learning Disabilities.
Pinellas County Board of Public Instruction, Clearwater, Fla.
Project Number DPSC-69-6812
Descriptors—Behavioral Objectives, *Diagnostic Teaching, *Exceptional Child Education, *Individualized Instruction, *Inservice Teacher Education, *Learning Disabilities
Selected teachers will receive intensive training in educational diagnosis and prescriptive planning through a series of seminars, visitations, and observations. They then will serve as consultants to teachers of children with specific learning disabilities and develop special educational materials for these children. Approximately 44 public school and 6 private school students will participate, representing Grades 1 through 12. Approximately 22 teachers will receive training. For further information, contact Thomas B. Southard, Superintendent of Public Instruction, 1960 East Druid Road, Clearwater, Florida 33516, (813) 442-1171.

ES 100 279

Creative Media for the Handicapped.
Charlotte County Board of Public Instruction, Punta Gorda, Fla.
Project Number DPSC-69-6813
Descriptors—*Audiovisual Aids, Autoinstructional Aids, *Handicapped Children, Individualized Instruction, *Instructional Materials, *Learning Disabilities, *Special Education
A Center will be established to improve the curriculum for handicapped children by initiating and advancing new and exemplary programs of instruction. Educational media for handicapped children will be developed which will be directly related to the educational needs of these children. Approximately 548 students from both public and nonpublic schools in Grades 1 through 12 and 35 prekindergarten and kindergarten children will participate in the project. In-service training will be provided to approximately 31 staff members. For further information, contact James W. Longstreth, Superintendent of Public Instruction, 1016 Education Avenue, Punta Gorda, Florida 33950, (813) 639-2121.

ES 100 280

Laboratory Science Program in Clover

York County School District 2, Clover, S.C.
Project Number DPSC 69-6814
Descriptors—*Curriculum Enrichment, *Elementary School Science, *Laboratory Techniques, *Science Education, *Spiral Curriculum
Facilitating acceptance of nonconventional curricular techniques and content in teaching elementary school science will be the goal of a program which will field test different activities in the area. Primary emphasis will be in Grades 4-6. Approximately 624 public school students will participate in the program, and approximately 12 teachers will engage in in-service training. For further information, contact T. G. Kinard, Superintendent, Clover School District No. 2, Clover, South Carolina 29710, (803) 222-7191.

ES 100 281

Kindergarten in Fairfield County.

Fairfield County School District 1, Winnsboro, S.C.
Project Number DPSC 69-6815
Descriptors—*Curriculum Development, *Early Childhood Education, *Kindergarten, *Parent Participation, *Rural School Systems
A demonstration kindergarten program will be established to improve the educational opportunities for children in a rural isolated area and to serve as a model for similar areas in the Southeast. The program will involve the children's parents in its activities to develop their understanding of the program and their knowledge of effective methods of dealing with young children. Approximately 130 kindergarten children will participate in the program. For further information, contact W. D. Mitchell, Superintendent of Schools, Fairfield County Schools, P.O. Drawer 622, Winnsboro, South Carolina 29180, (803) 635-4607.

ES 100 282

Initiating Instructional Change through Modified Administrative Behavior by Elementary Principals.

Spartanburg County School District 7, S.C.
Project Number DPSC 69-6816
Descriptors—*Administrator Qualifications, *Behavior Change, Educational Change, *Educational Innovation, *Elementary School Students, *Principals
The principal as the key agent of change will be the emphasis of a program designed to improve educational opportunities for children in 12 school districts by initiating administrative and curricular changes in area elementary schools. Programs will be established to increase the principals' administrative competence, to train prospective principals, to increase the level of implementation of child-centered activities, and to improve the level of innovativeness in elementary schools. Approximately 75 children will be served. For further information, contact J. G. McCracken, Superintendent of Schools, Spartanburg County School District No. 7, P.O. Box 3124, Spartanburg, South Carolina 29301, (803) 583-3786.

ES 100 283

English Curriculum—Development and Implementation

Greenville County School District, Greenville, S.C.
Project Number DPSC 69-6817
Descriptors—Adult Education, *Curriculum Development, *Elementary School Students, *English Curriculum, Inservice Teacher Education, *Kindergarten Children, Language Arts, *Secondary School Students
A guide in language arts for use in kindergarten through Grade 12 will be developed over a 2-year period. The first year will be devoted to curriculum study and development, and the second year will include a pilot program in the use and evaluation of the guide. For further information, contact M. T. Anderson, Superintendent of Schools, Greenville County School District, 420 N. Pleasantburg Drive, Greenville, South Carolina 29606, (803) 239-7611.

ES 100 284

Regional Planning and Pilot Project to Provide Adequate Services to Handicapped Children in the Regular Classroom

Shelby County Board of Education, Memphis, Tenn.
Project Number DPSC 69-6818
Descriptors—Adult Education, *Diagnostic Teaching, *Elementary School Students, *Handicapped Children, Inservice Teacher Education, Instructional Materials, *Special Education, *Teaching Techniques
Regular classroom teachers in a five-county area will participate in inservice training programs designed to prepare them to meet the needs of children with specific learning problems. In addition, a thorough examination of the material and resources available in the field of special education will be made. Approximately 460 students in Grades 1 through 6 will be served. For further information, contact George H. Barnes, Superintendent, Shelby County Schools, 211 Courthouse, Memphis, Tennessee 38103, (901) 526-8831.

ES 100 285

Reversal and Prevention of Negative Social Attitudes.

Dayton City Schools, Ohio
Project Number DPSC-69-6819
Descriptors—Counseling Services, *Delinquency Prevention, *Demonstration Projects, *Elementary School Students, Internship Programs, Models, *Secondary School Students, Self Concept, Social Attitudes, *Student Attitudes
A program utilizing counselor assistants to increase the effectiveness of the child's participation in school through an improved communications mechanism will be established to help prevent the further growth of negative social attitudes which attend or cause destructive and delinquent behaviors on the part of elementary school children. University students will be assigned to work as counselor assistants in two elementary schools. The students will design and conduct small group discussion sessions under the supervision of the school counselor, special projects and activities during and after school which can help the children formulate new goals, self-images and expectations for themselves and the outside world. Approximately 1,546 children in kindergarten through Grade 12 will be served. For further information, contact Wayne Carle, Superintendent, 348 West First Street, Dayton, Ohio 45402, (513) 461-3850.

ES 100 286

Centers for Specific Learning Disabilities

DeKalb County Board of Education, Decatur, Ga.
Project Number DPSC 69-6820
Descriptors—*Academic Achievement, *Elementary School Students, Language Development, *Learning Disabilities, Psychological Evaluation, *Secondary School Students, *Supplementary Educational Centers
Three learning centers will be established to serve elementary school children of normal intelligence who have specific learning disabilities. Participating students will receive individually prescribed instruction at the centers during the morning and will return to their regular classrooms during the afternoon. Center personnel will work closely with classroom teachers in coordinating center and classroom activities and will also serve as resource persons in the schools served by the centers. Workshops and training sessions for all teachers of children with specific learning disabilities will be conducted. Approximately 144 students in Grades 1 through 6 will be served. For further information, contact Jim Cherry, Superintendent, DeKalb County Schools, DeKalb County Courthouse Building, Decatur, Georgia 30030, (404) 371-2311.

ES 100 287

Student Enrichment through Multiphasic Education.

Wahpeton Indian School, N. Dak.
Project Number DPSC 69-6821
Descriptors—*American Indians, Educational Innovation, Enrichment Programs, *Handicapped Children, Interdisciplinary Approach, *Junior High School Students, *Secondary School Students, *Special Education
A specialized program of supplementary pupil personnel services will be developed to assist Indian children attending an elementary boarding school who have been identified as mentally retarded, emotionally disturbed, or physically handicapped. Specialists with training in special education, counseling, and social services will work with classroom teachers in diagnosing and meeting student needs. The Department of Special Education of Moorhead State College will design an inservice training program for project staff, provide graduate students to serve as classroom assistants, and conduct periodic evaluation and consultation visits. Further supportive services will be pro-

vided by a nearby mental health clinic. Approximately 400 students in Grades 1 through 8 will be served. For further information, contact J. W. Wellington, Superintendent, Wahpeton Indian School, Wahpeton, North Dakota 58075, (701) 642-3796.

ES 100 288

Circumventing Learning Disabilities--Neurologically Handicapped

Kent City Board of Education, Ohio
Project Number DPSC-69-6822
Descriptors—Academic Achievement, *Audiovisual Aids, Instructional Materials, *Junior High School Students, *Neurologically Handicapped, *Reading Difficulty, Social Adjustment, Special Education, *Teaching Procedures

A comprehensive program will be established to promote successful learning experiences on the part of neurologically handicapped junior high school children and to help circumvent reading deficiencies in their learning process. Teaching procedures and instructional materials designed to foster improved school progress and adjustment of the children will be utilized. An educational materials programming center and a comprehensive listening study library will be established to complement the program. Instructional audiovisual materials will be developed for use in the classroom, the neurologically handicapped resource room, the library, and the home. Approximately 60 students in Grades 7 through 12 will participate. For further information, contact Robert W. Stanton, Superintendent, 218 Gougler Avenue, Kent, Ohio 44240, (216) 678-1200.

ES 100 289

Prescriptive Individual Instruction (Pride).

Edwardsville Community Unit School District 17, Ill.
Project Number DPSC-69-6824
Descriptors—*Diagnostic Teaching, *Elementary School Students, *Individual Instruction, *Kindergarten Children, Psychological Tests, *Secondary School Students

Earlier, more effective implementation of diagnostic instruction plans will be utilized to aid mentally handicapped and disabled learners in all grades in regular classrooms. Children with general or specific learning deficits will first be identified through screening evaluations, which will be followed by evaluation to determine specific cognitive-perceptual-motor deficits as well as deficits in basic skill areas. Prescriptive individual instructional programs and the necessary equipment and materials will then be provided for these children. Inservice training will be provided for regular and special education personnel to enable them to understand and carry out an individual instruction prescription designed to correct specific learning deficits. Approximately 375 children in kindergarten through Grade 12 will participate. For further information, contact A. Gordon Dodds, Superintendent, 700 St. Louis Street, Edwardsville, Illinois 62062, (618) 656-1182.

ES 100 290

Project Enlightment

Raleigh Public Schools, N.C.
Project Number DPSC-69-6825
Descriptors—Child Development, *Elementary School Students, *Emotionally Disturbed Children, *Identification, *Kindergarten Children, Models, *Secondary School Students

Comprehensive mental health services for preschool children will be provided by consultant teams composed of a psychiatric social worker, a teacher trained to work with emotionally disturbed children and a teacher with experience in early childhood education. The teams will conduct inservice training for preschool teachers in the identification and treatment of emotionally disturbed children and will operate special diagnostic and treatment referral centers. Approximately 26,740 preschoolers and school children in kindergarten through Grade 12 will participate. For further information, contact William P. Freitag, Project Director, 601 Devereux St., Raleigh, North Carolina 27605, (919) 833-1961.

ES 100 291

Six to Six.

Wilson County Board of Education, Wilson, N.C.
Project Number DPSC-69-6826
Descriptors—*Educable Mentally Handicapped, *Infants, Intelligence Quotient, *Parent Participation, *Preschool Children, *Special Education

A preschool program will be offered to culturally deprived children between the ages of six months and four years. Development of communicative skills, participation in learning activities, and provision of individualized educational facilities and opportunities will be emphasized. Mothers will participate in classes with their children and will also be instructed in methods for raising the achievement level of their children through activities which can be carried out at home. Inservice training for project teachers will be a continuous activity. Approximately 120 preschoolers will participate in the program. For further information, contact Henry C. Cole, Superintendent, Wilson County Schools, P.O. Box 606, Wilson, North Carolina 27893, (919) 237-7117.

ES 100 292

An Educational Diagnostic Center

Project Number DPSC-69-6827
Descriptors—*Diagnostic Teaching, *Elementary School Students, Instructional Materials, *Kindergarten Children, *Secondary School Students, Special Education, *Supplementary Educational Centers

Facilities for research, diagnosis, and demonstration activities in the field of special education will be provided by the Educational Diagnostic Center of the Virgin Islands. Two classes will be maintained for diagnostic work with children, prescriptive writing, and experimentation with materials acquired from the mainland, as well as those developed locally by the staff and teachers. A professional library will be established and will include texts and materials dealing with all phases of special education. The Center will also conduct a program of research in the education of handicapped children initially, all public and nonpublic school children on St. Thomas and St. John islands will be served by the Center, with consultative assistance available to St. Croix. A similar center will later be established on St. Croix. The number of students to be served is 17,300, in kindergarten through Grade 12. For further information, contact Donald A. Nichols, Project Director, Kogens Gade No. 35, P.O. Box 630, St. Thomas, Virgin Islands 00801, (809) 774-5886.

ES 200 001

Individualizing Bilingual Bicultural Instruction

Wilson Elementary School District 7, Phoenix, Ariz.
Project Number DPSC-97-0066
Descriptors—*Biculturalism, *Bilingual Education, English, *Grade 1, *Individualized Instruction, Inservice Teacher Education, Oral Expression, Preservice Education, *Second Language Learning, Spanish

An English oral language program, a Spanish oral language program, and a Spanish language arts program will be established to improve the teaching of English to non-English speaking children and to develop and improve the Spanish language skills of both Spanish and non-Spanish-speaking children. The oral English program will provide non-English speaking children with an ability to speak fluent English and to comprehend spoken English. Non-Spanish speaking children and Spanish-speaking children with oral language deficiencies will be given oral Spanish lessons. The Spanish language arts program involving listening, speaking, reading, writing, and spelling skills will be offered to children with a basic knowledge of Spanish. A team of four teachers working with one full-time and five part-time aides will conduct the program. They will be offered both preservice and in-service training. The number of students to be served is 100, in Grade 1. For further information, contact Jack Nutt, Project Director, 2411 East Buckeye Road, Phoenix, Arizona 85043, (602) 273-1207.

ES 200 002

Nogales Elementary Bilingual Project.

Nogales Elementary School District 1, Ariz.
Project Number DPSC-97-0116
Descriptors—*Bilingual Education, Community Involvement, English, Family School Relationship, *Grade 1,

*Inservice Teacher Education, *Preservice Education, *Second Language Learning, Spanish, Teacher Aides

A bilingual education program in which students will be taught in both Spanish and English will begin with three first grade classes. Initially about 75 percent of the classroom instruction will be conducted in Spanish and 25 percent in English. As the children become more proficient in the second language, instruction will be more evenly balanced between the two. Classroom teachers and aides will be bilingual and will be offered preservice and in-service training. A liaison educator will be appointed to foster home-school communication and school community advisory committees will be established. The number of students to be served is 107, in Grade 1. For further information, contact Wade W. Carpenter, Project Director, 402 Martinez Street, Nogales, Arizona 85621, (602) 287-3626.

ES 200 003

Phoenix Union Bilingual Program.

Phoenix Union High School System, Ariz.

Project Number DPSC-97-0265

Descriptors—*Bilingual Education, *Counseling Services, English, *Grade 9, *Home Visits, *Social Studies, Spanish, Teacher Aides

A bilingual education program will be initiated for 100 high school students with the objective of expanding it to include a maximum of 1,000 students. The program, which will cover approximately one-half of the school day, will include instruction in English, Spanish, and social studies. During the remainder of the day, students will be free to select courses from the regular high school curriculum. Bilingual teacher aides will assist the classroom teachers and a bilingual counselor will make home visitations and provide educational and vocational counseling. The number of students to be served is 100, in Grade 9. For further information, contact Paul Plath, Project Director, 225 North Sixteenth Street, Phoenix, Arizona 85006, (602) 252-8041.

ES 200 004

Bilingual Bicultural Project.

Tucson Elementary School District 1, Ariz.

Project Number DPSC-97-0310

Descriptors—*Biculturalism, *Bilingual Education, English, *Grade 1, Instructional Materials, *Kindergarten Children, Parent Participation, *Pilot Projects, School Community Relationship, Spanish

A pilot bilingual-bicultural program will be conducted in two preschool and three first grade classes. Preschool children and their parents will meet with a bilingual teacher and a bilingual aide once a week for a two-hour session. During the session, teachers will demonstrate activities and equipment easily duplicated at home. Materials will be loaned to the parents to help them continue the preschool experience until the next week. First grade instruction will be carried out in Spanish for one third of the day, and in English for the remainder of the day. A bilingual representative from the community will be employed to serve as a link between the school and the community and to encourage parental involvement in classroom activities. The number of students to be served is 450, in Grades K-1. For further information, contact Jewell C. Taylor, Project Director, P.O. Box 4040, Tucson, Arizona 85717, (602) 791-6129.

ES 200 005

Bilingual Leadership Through Speech and Drama

Pomona Unified School District, Calif.

Project Number DPSC-97-0033

Descriptors—*Bilingual Education, *Dramatics, Field Trips, *Junior High School Students, Leadership Qualities, *Mexican Americans, *Self Concept, Spanish, *Speech Instruction, Tape Recorders

Dramatic arts and speech training in Spanish and English will be stressed in a program for Mexican American students in an inner-city which is also designed to strengthen their self-images and develop their leadership abilities as well as to improve their language ability. Two bilingual instructors will work with each class, one a teacher with unusual English language competencies and one a paraprofessional with Spanish language competencies. Dramatic arts interpretation relevant to oral language use of Spanish and English will comprise one semester of the program, and the development of public speaking-leadership qualities in English and Spanish will comprise the second semester of the program. Spanish-speaking teacher aides will serve with each classroom teacher. Tape recorders will be used for listening and practicing oral communication skills, and field trips will be made to plays, television stations, and public debates and panels. Personnel of the Padua Hills Theater, a local Mexican culture and drama center, will be used as resource persons, as well as Mexican-American community members and school district personnel. The number of students to be served is 105, in Grades 7-8. For further information, contact Farrett C. Nichols, 800 South Carey Avenue, Pomona, California 91766, (714) 623-5251, Ext. 400.

ES 200 006

Bilingual Education English-Spanish.

Healdsburg Union School District, Calif.

Project Number DPSC-97-0065

Descriptors—*Anglo Americans, *Bilingual Education, English, *Grade 1, Inservice Teacher Education, Language Instruction, *Mexican Americans, Parent Participation, *Pilot Projects, Spanish

Twenty-five first grade children, nineteen Mexican-American, and six Anglo-American, who seem able to successfully assimilate instruction in English and Spanish over the course of the school year, will be selected to participate in the pilot project. A similar group will be selected as a control group. The control group will receive standard instruction while the project group receives subject matter instruction in English and experience instruction in Spanish. Other grade level teachers will receive in-service training during the year so that they may continue the program throughout Grade 1 in the second year. Plans are to implement the program progressively, one grade level a year, until bilingual instruction is offered through Grade 6. Project components include the instructional program, in-service training for the staff, auxiliary services to assist in selecting students and providing for evaluation, and parent involvement through various means. The number of students to be served is 25, in Grade 1. For further information, contact John S. Kateley, 343 Healdsburg Avenue, Healdsburg, California 95448, (707) 433-5571.

ES 200 007

Bilingual Instructional Program.

Marysville Joint Unified School District, Calif.

Project Number DPSC-97-0075

Descriptors—*Bilingual Education, Cocurricular Activities, *Elementary School Students, *English, Individualized Instruction, Inservice Teacher Education, *Junior High School Students, *Spanish

Literacy in Spanish will be fostered through oral and written language activities and through instruction in arithmetic, science, social studies, art, music, and literature. At the same time, proficiency in oral English will be developed through informal classroom activities and individualized reading instruction. Extensive out-of-school experiences will be used to illustrate and clarify concepts acquired in the classroom. In-service training will include two study programs—one on teaching the bilingual child and one on teaching reading to Spanish-speaking pupils. The number of students to be served is 200, in Grades 1-8. For further information, contact Eleanor Thonis, Project Director, Yuba County Reading Learning Center, 11th and Powerline Road, Olivehurst, California 95901, (916) 743-1849.

ES 200 008

Brentwood Bilingual Education Project.

United Presbyterian Church in the U.S.A., Atlanta, Ga., Board of National Missions.

Project Number DPSC-97-0081

Descriptors—*Anglo Americans, Behavioral Objectives, *Bilingual Education, Cross Cultural Training, *Elementary School Students, English, Inservice Teacher Education, *Mexican Americans, *Migrant Children, Spanish

A "buddy" system approach designed to create cultural and social understanding will be used in a bilingual demonstration class composed of third and fourth grade Anglo-American and Mexican-American children in a rural area which has many children who

Inservice Teacher Education, *Preservice Education, *Second Language Learning, Spanish, Teacher Aides

A bilingual education program in which students will be taught in both Spanish and English will begin with three first grade classes. Initially, about 75 percent of the classroom instruction will be conducted in Spanish and 25 percent in English. As the children become more proficient in the second language, instruction will be more evenly balanced between the two. Classroom teachers and aides will be bilingual and will be offered preservice and in-service training. A liaison educator will be appointed to foster home-school communication, and school-community advisory committees will be established. The number of students to be served is 107, in Grade 1. For further information, contact Wade W. Carpenter, Project Director, 402 Martinez Street, Nogales, Arizona 85621, (602) 287-3626.

ES 200 003

Phoenix Union Bilingual Program.

Phoenix Union High School System, Ariz.

Project Number DPSC-97-0265

Descriptors—*Bilingual Education, *Counseling Services, English, *Grade 9, *Home Visits, *Social Studies, Spanish, Teacher Aides

A bilingual education program will be initiated for 100 high school students with the objective of expanding it to include a maximum of 1,000 students. The program, which will cover approximately one-half of the school day, will include instruction in English, Spanish, and social studies. During the remainder of the day, students will be free to select courses from the regular high school curriculum. Bilingual teacher aides will assist the classroom teachers and a bilingual counselor will make home visitations and provide educational and vocational counseling. The number of students to be served is 100, in Grade 9. For further information, contact Paul Plath, Project Director, 225 North Sixteenth Street, Phoenix, Arizona 85006, (602) 252-8041.

ES 200 004

Bilingual Bicultural Project.

Tucson Elementary School District 1, Ariz.

Project Number DPSC-97-0310

Descriptors—*Biculturalism, *Bilingual Education, English, *Grade 1, Instructional Materials, *Kindergarten Children, Parent Participation, *Pilot Projects, School Community Relationship, Spanish

A pilot bilingual-bicultural program will be conducted in two preschool and three first grade classes. Preschool children and their parents will meet with a bilingual teacher and a bilingual aide once a week for a two-hour session. During the session, teachers will demonstrate activities and equipment easily duplicated at home. Materials will be loaned to the parents to help them continue the preschool experience until the next week. First grade instruction will be carried out in Spanish for one third of the day, and in English for the remainder of the day. A bilingual representative from the community will be employed to serve as a link between the school and the community and to encourage parental involvement in classroom activities. The number of students to be served is 450, in Grades K-1. For further information, contact Jewell C. Taylor, Project Director, P.O. Box 4040, Tucson, Arizona 85717, (602) 791-6129.

ES 200 005

Bilingual Leadership Through Speech and Drama

Pomona Unified School District, Calif.

Project Number DPSC-97-0033

Descriptors—*Bilingual Education, *Dramatics, Field Trips, *Junior High School Students, Leadership Qualities, *Mexican Americans, Self Concept, Spanish, *Speech Instruction, Tape Recorders

Dramatic arts and speech training in Spanish and English will be stressed in a program for Mexican-American students in an inner-city which is also designed to strengthen their self-images and develop their leadership abilities, as well as to improve their language ability. Two bilingual instructors will work with each class, one a teacher with unusual English language competencies and one a paraprofessional with Spanish language competencies. Dramatic arts interpretation relevant to oral language use of Spanish and English will comprise one semester of the program, and the development of public speaking-leadership qualities in English and Spanish will comprise the second semester of the program. Spanish-speaking teacher aides will serve with each classroom teacher. Tape recorders will be used for listening and practicing oral communication skills, and field trips will be made to plays, television stations, and public debates and panels. Personnel of the Padua Hills Theater, a local Mexican culture and drama center, will be used as resource persons, as well as Mexican-American community members and school district personnel. The number of students to be served is 105, in Grades 7-8. For further information, contact Farrett C. Nichols, 800 South Carey Avenue, Pomona, California 91766, (714) 623-5251, Ext. 400.

ES 200 006

Bilingual Education English-Spanish.

Healdsburg Union School District, Calif.

Project Number DPSC-97-0065

Descriptors—*Anglo Americans, *Bilingual Education, English, *Grade 1, Inservice Teacher Education, Language Instruction, *Mexican Americans, Parent Participation, *Pilot Projects, Spanish

Twenty-five first grade children, nineteen Mexican-American, and six Anglo-American, who seem able to successfully assimilate instruction in English and Spanish over the course of the school year, will be selected to participate in the pilot project. A similar group will be selected as a control group. The control group will receive standard instruction while the project group receives subject matter instruction in English and experience instruction in Spanish. Other grade level teachers will receive in-service training during the year so that they may continue the program throughout Grade 1 in the second year. Plans are to implement the program progressively, one grade level a year, until bilingual instruction is offered through Grade 6. Project components include the instructional program, in-service training for the staff, auxiliary services to assist in selecting students and providing for evaluation, and parent involvement through various means. The number of students to be served is 25, in Grade 1. For further information, contact John S. Kateley, 343 Healdsburg Avenue, Healdsburg, California 95448, (707) 433-5571.

ES 200 007

Bilingual Instructional Program

Marysville Joint Unified School District, Calif.

Project Number DPSC-97-0075

Descriptors—*Bilingual Education, Cocurricular Activities, *Elementary School Students, *English, Individualized Instruction, Inservice Teacher Education, *Junior High School Students, *Spanish

Literacy in Spanish will be fostered through oral and written language activities and through instruction in arithmetic, science, social studies, art, music, and literature. At the same time, proficiency in oral English will be developed through informal classroom activities and individualized reading instruction. Extensive out-of-school experiences will be used to illustrate and clarify concepts acquired in the classroom. In-service training will include two study programs—one on teaching the bilingual child and one on teaching reading to Spanish-speaking pupils. The number of students to be served is 200, in Grades 1-8. For further information, contact Eleanor Thonis, Project Director, Yuba County Reading-Learning Center, 11th and Powerline Road, Olivehurst, California 95901, (916) 743-1849.

ES 200 008

Brentwood Bilingual Education Project.

United Presbyterian Church in the U.S.A., Atlanta, Ga. Board of National Missions.

Project Number DPSC-97-0081

Descriptors—*Anglo Americans, Behavioral Objectives, *Bilingual Education, Cross Cultural Training, *Elementary School Students, English, Inservice Teacher Education, *Mexican Americans, *Migrant Children, Spanish

A "buddy" system approach designed to create cultural and social understanding will be used in a bilingual demonstration class composed of third and fourth grade Anglo-American and Mexican-American children in a rural area which has many children who

come from migrant families. Children in the program will be selected on the basis of teacher recommendations, records assessment, and a home visit made by the project teacher and his aide. The "buddy" system used will be based on a socio-gramatic device applied after the first week of school. The teacher and his aide, both of whom will be bilingual, will develop a behaviorally oriented instructional package for use in the program. Instruction will be presented through the simultaneous utilization of both English and Spanish. An in-service program for non-project school staff will be developed to acquaint personnel with the objectives and methods of the project and to demonstrate the need for similar modifications of overall educational programs. Periodic home visits will be made, and regular parent-school personnel meetings will be held. The number of students to be served is 25, in Grades 3-4. For further information, contact James L. Scott, Project Director, 929 Second Street, Brentwood, California 94513, (415) 634-3408.

ES 200 009

Spanish Dame School.

Santa Clara County Office of Education, San Jose, Calif.

Project Number DPSC-97-0103

Descriptors—"Bilingual Education, English, "Home Study, "Inservice Teacher Education, "Instructional Materials, Itinerant Teachers, "Preschool Children, Spanish, Student Evaluation

Groups of five three- and four-year-old Spanish-speaking children will be instructed in their homes by bilingual teachers who are specially trained members of the community. These teachers also will spend one hour each week showing the mother of each child how to use the materials to further help her child. Two lead teachers will provide continuous in-service training in evaluating student progress and in developing curriculum and materials. In addition, each lead teacher and four aides will be equipped with a van specially designed as a traveling workshop. The number of students to be served is 40, in Grade Preschool. For further information, contact Glenn W. Hoffmann, County Superintendent of Schools, Santa Clara County Office of Education, 70 West Hedding Street, Santa Clara, California 95110, (408) 299-2131.

ES 200 010

El Monte Bilingual Education Project.

El Monte School District, Calif.

Project Number DPSC-97-0125

Descriptors—Anglo Americans, "Bilingual Education, "Cross Cultural Training, English, "Hypothesis Testing, "Kindergarten Children, Mexican Americans, Parent Participation, "Second Language Learning, Spanish

The hypothesis that children who are provided with early verbal stimulations will follow a normal learning-growth pattern will be tested in a bilingual-bicultural program for Mexican-American and Anglo-American kindergarten children from an inner-city area. The program will also seek to determine if there is interference from the second language in the development of skills in the native language, since the children will be learning a second language in addition to reinforcing skills in their native tongue. The children will participate in learning activities which will provide development in the skills of both languages, improve perceptual-motor growth, and aid in the development of positive self-images and the eliminating of intercultural bias. The mixing of the children in the classroom and outside of the structured learning situation is designed to develop spontaneity of expression and acceptance of the fact that there are differences between cultures and that these differences enrich the total community. Program staff and resources will include one bilingual-bicultural teacher, one bilingual teacher aide, one monolingual English-speaking aide, parents, older children working as tutors, and community organizations. Parent education will also be provided by the program. The number of students to be served is 30, in Grade K. For further information, contact William Oster, Project Director, 3540 N. Lexington Avenue, El Monte, California 91731, (213) 444-7781, Ext. 12.

ES 200 011

Bilingual-Bicultural Education for Children, Parents, and Teachers in the Los Nietos School District.

Los Nietos Elementary School District, Calif.

Project Number DPSC-97-0132

Descriptors—"Bilingual Education, "Cross Cultural Studies, English, "Inservice Teacher Education, Instructional Trips, Learning Activities, Mexican Americans, "Parent Participation, "Preschool Children, Spanish

Three-year-old Mexican-American children, their parents, and their teachers will be involved in learning activities designed to foster mutual understanding among all members of the project and the urban community at large. The children will participate in a nursery school program in which teachers will use English about 50 percent of the school day. The children will be involved in learning experiences which will help them develop understanding of their environment and the ability to use language as a tool for labeling, ordering, and manipulating stimuli in that environment. Teachers, aides, and parents will participate together in a series of classes conducted in English and Spanish at a nearby college which will consist of instruction about Mexican-American culture, Mexican culture, California culture, community resources, and child growth and development. Parents and teachers will also visit places of interest and value in promoting knowledge and understanding. The number of students to be served is 30, in Grade Preschool. For further information, contact Martha S. Hittinger, Project Director, P.O. Box 2006, Los Nietos, California 90606, (213) 6989, Ext. 851.

ES 200 012

Learning and Communicating Bilingually

Fresno County Schools, Calif.

Project Number DPSC-97-0135

Descriptors—Anglo Americans, "Bilingual Education, "Elementary School Students, "English (Second Language), Immigrants, Inservice Teacher Education, Kindergarten Children, "Mexican Americans, Parent Participation, Spanish

The kindergarten and elementary school curriculums will be redesigned in a rural community which includes a population continuum ranging from immigrant Mexican to Mexican-American to Anglo-American. The restructuring of the curriculum is designed to raise the school success potential of the Mexican-American child to that of national norms by the fourth grade and to develop his ability to function successfully in and through two languages. It will also be designed to increase the academic achievement level of non-Spanish-speaking children. The curriculum will include English as a Second Language lessons conducted in Spanish in specified subject areas and reinforcement of English through other subject matter instruction. Kindergarten and first grade will be included in the first year of the program, with other grades being added in ensuing years. Bilingual teachers and teacher aides will conduct the program, and preservice and in-service training will be provided for them. The children's parents will receive information about the project and its objectives and will be encouraged to serve as program aides. Training will also be provided for interested parents to enable them to teach their preschool children English while they are learning the language. The number of students to be served is 200, in Grades K-6. For further information, contact Ernest A. Poore, Project Director, 2314 Mariposa, Fresno, California 93721, (209) 268-6011.

ES 200 013

Instructional Program in Bilingual Education

Sanger Unified School District, Calif.

Project Number DPSC-97-0137

Descriptors—"Bilingualism, English, "Grade 1, "Kindergarten Children, "Second Language Learning, Spanish

A program emphasizing the development of coordinate bilingualism—the ability to employ the linguistic systems separately and consciously as mediums for speaking and thinking—will be established. The curriculum will include an English-as-a-second-language component as well as lessons conducted in both Spanish and English. In general, those areas in which a student must succeed in high school and college, for example, mathematics, will be taught in English, while areas which the student might associate with his own background, for example, native literature, will be taught in Spanish. The program will begin at the kindergarten and first grade level, with a new level being

added each year. The number of students to be served is 45 in Grades K-1. For further information, contact Olin C. Mosher, Jr., 1801 7th Street, Sanger, California 93657, (209) 875-6525.

ES 200 014

Pilot Bilingual Program for Grade One.
Redwood City School District, Calif.
Project Number DPSC-97-0141
Descriptors—*Bilingual Education, *English, *Grade 1, Group Instruction, Individual Instruction, *Language Development, Pilot Projects, *Spanish.
A target group of twenty Spanish-speaking children and ten English-speaking children will be grouped as a classroom unit and will be instructed in the development of speaking, reading, and writing skills in both their native language and the second language; the development of academic skills in their mother tongue; and the development of social science skills in both languages. Individual learning episodes will be developed and tested by the project staff. The number of students to be served is 30, in Grade 1. For further information, contact Jim W. Abbott, Project Director, 400 Duane Street, Redwood City, California 94062, (415) 365-1550.

ES 200 015

Gonzales ESL/Bilingual Project.
Gonzales Union High School District, Salinas, Calif.
Project Number DPSC-97-0158
Descriptors—*Bilingual Education, English, *High School Students, Inservice Teacher Education, *Junior High School Students, *Mexican Americans, Preservice Education, *Rural Areas, Second Language Learning, Spanish.
Meeting the special educational, social and personal needs of Mexican-American high school students whose families have recently immigrated into an agricultural area is the goal of a program that is designed to help these students acquire knowledge that is relevant and immediately useful both to them and to their families. Classes in English as a second language will be continued, and bilingual courses will be revised and expanded to include Spanish, basic mathematics, communication skills, library skills, vocational orientation, consumer mathematics, geography, and general orientation to life in the United States. Classes will be geared to individual pacing and progress to the greatest extent possible. Three bilingual teachers will conduct the classes, and preservice and in-service training will be provided for them by specialists in bilingual education, different subject areas and education of the disadvantaged and by consultants who are expert in developing individualized instructional materials. The number of students to be served is 50, in Grades 7-12. For further information, contact Joseph P. Licano, Project Director, 400 A Mesa Road, Salinas, California 93901, (408) 455-1771.

ES 200 016

Santa Paula Bilingual Education Program.
Santa Paula School District, Calif.
Project Number DPSC-97-0169
Descriptors—*Community Involvement, *Early Childhood Education, English, *Inservice Teacher Education, Instructional Materials, Language Development, *Mexican American History, *Preschool Children, Spanish.
A curriculum stressing the authentic presentation of Mexican-American culture will be designed with the help of local artists and artisans. Faculty members will be given in-service training in activities and materials relevant to language development, with a special emphasis on early childhood education. The diagnosis and prescription process will be improved through in-service training for staff and through the employment of three full-time specialists. A community liaison specialist will design and develop strategies for involving parents and the community in school activities. The number of students to be served is 1,200, in Grade Preschool. For further information, contact Leonard Reid, Project Director, P.O. Box 710, Santa Paula, California 93060, (805) 525-2182.

ES 200 017

Bilingual Preschool Program.
Santa Barbara Unified School District, Calif.
Project Number DPSC-97-0173
Descriptors—*Adult Education, *Bilingual Education, Cross Cultural Studies, *English Language Instruction, Mexican American History, Parent Participation, *Preschool Children, *Spanish.
Three- and four-year-old children will receive instruction in Spanish and English while their adult representatives (someone from the child's home 18 years or older) observe. The adults then will be given instruction in learning English and/or Spanish and understanding American and/or Mexican culture while their children are taught and cared for by teacher aides. Provisions will be made for younger children so that the adults may participate in the program. Classroom sessions will last for three hours, with two hours devoted to instruction for the children and one hour to adult instruction. The number of students to be served is 90, in Grade Preschool. For further information, contact Gerald Lance, Administrative Assistant, Federal Programs, Santa Ana Unified School District, 1405 French Street, Santa Ana, California 92701, (714) 547-5921.

ES 200 018

Santa Barbara County Bilingual Project.
Santa Barbara County Schools, Santa Barbara, Calif.
Project Number DPSC-97-0200
Descriptors—*Elementary School Students, English, Inservice Teacher Education, Instructional Materials, *Junior High School Students, *Kindergarten Children, Mexican Americans, Preservice Education, *Spanish, *Teaching Methods.
Teaching strategies, methods, and materials will be redesigned to meet the needs of students whose dominant language is Spanish. Preservice and in-service training for teachers and aides will acquaint them with instructional materials and teaching strategies and will prepare them for field testing newly developed materials in their classrooms. Baseline data on the target group of Mexican-American children will be established to facilitate the screening and grouping of these children and to insure that project activities will be relevant to their needs. A community advisory structure will assist in various project components. The number of students to be served is 170, in Grades K-6. For further information, contact Susan T. Flores, Project Director, 4400 Cathedral Oaks Road, Santa Barbara, California 93105, (805) 964-4711.

ES 200 019

Early Childhood Bilingual Education.
Sacramento City Unified School District, Calif.
Project Number DPSC-97-0206
Descriptors—*Bilingual Education, Cultural Enrichment, English, *Grade 1, *Kindergarten Children, Parent Participation, *Preschool Children, *Social Studies, Spanish.
Bilingual instruction in language arts, conceptual development and social studies conceptual development enriched with extensive multi-cultural experiences will be provided for preschool, kindergarten and first grade students. Parental involvement will be encouraged by conducting training sessions which will enable parents to assist their children at home and by using volunteer parent aides within the classroom. The number of students to be served is 260, in Grades Preschool-1. For further information, contact John J. Mamola, Director, Compensatory Education, Sacramento City Unified School District, P.O. Box 2271, Sacramento, California 95810, (916) 444-6060, Ext. 348.

ES 200 020

Bilingual Understanding of Educational Needs of Others (BUENO).
Hudson School District, La Puente, Calif.
Project Number DPSC-97-0217
Descriptors—Cross Cultural Studies, Dropout Prevention, *Elementary School Students, English, *High School Students, Inservice Teacher Education, *Kindergarten Children, *Mexican Americans, Spanish, *Urban Areas.
The Mexican-American community in an urban area will be aided by a program aimed at elementary school children, high school students, and adults. Children in kindergarten and Grades 1-3 will receive standard elementary school instruction in English and in Spanish. The children will receive additional help in reading, vocabulary, writing, test-taking, and achieving confidence in handling abstract concepts through individual and small-group instruction and additional tutoring in and out of school. Mexican-American high

school students identified as potential dropouts will be offered the opportunity to be employed as tutors in the elementary school program. They will receive pre- and in-service training and teacher assistance to aid them in their tutoring. Mexican-American adults will be recruited, employed and trained to serve as aides in the elementary school program. To broaden the cultural understanding of monolingual English-speaking children, Spanish will be taught in the elementary schools involved in the program; the culture and productions of the Mexican-American people will be presented in literature, social studies and art classes; children will engage in games, singing and dance reflecting Mexican-American culture; and Mexican-American art and history week will be celebrated by children and their parents. The number of students to be served is 1,120, in Grades K-3. For further information, contact Frank W. Keohane, Project Director, 15959 East Gale Avenue, La Puente, California 91745, (213) 333-2201.

ES 200 021

Project Bilingual Education: Adelante!

Saint Helena Unified School District, Calif.
Project Number DPSC-97-0220
Descriptors—*Bilingual Education; Community Involvement; *Curriculum Development; English; *Grade 9; *High School Students; Individual Instruction; Inservice Teacher Education; Second Language Learning; *Spanish

A bilingual teacher and a bilingual aide will develop and teach a four-part high school curriculum which will include courses in the humanities, social studies, and science taught in Spanish and English, and courses in English as a second language. Also included will be an honors course in humanities taught in Spanish, a course in Spanish communications skills for Spanish-speaking students, and a tutoring program providing individual instruction in courses such as math, science, and vocational education. In-service training, community involvement, and continuing evaluation activities are planned. During the second year, the project will add an elementary school component. The number of students to be served is 55, in Grades 9-12. For further information, contact William K. Noble, Project Director, Secondary School Level, 473 Main, St. Helena, California 94574, (707) 963-3604; Margaret Hall, Project Director, Elementary School Level, 1325 Adams, St. Helena, California 94574, (707) 963-2140.

ES 200 022

A Bilingual Program for Primary Children and Parents.

Barstow Unified School District, Calif.
Project Number DPSC-97-0227
Descriptors—Bilingual Education; *Continuation Students; English; *Grade 1; *Kindergarten Children; Language Development; *Parent Participation; *Preschool Children; Spanish; Speech Skills

An oral language development program aimed at bilingual parents and their preschool, kindergarten, and first grade children in three school districts will be established in an area composed of both rural and urban sections which has a large Mexican-American community. Nine teachers and eleven bilingual teacher aides will be trained to develop a bilingual developmental language program which uses the student's own language in an oral approach designed to erase as early as possible non-standard speech patterns. The levels of the children's language development in both Spanish and English will be identified and analyzed, and an oral development program will be established to increase vocabulary, correct punctuation, and develop knowledge of grammar and word form. Bilingual aides will work with the children's parents and with students of the Continuation School in oral language development. Volunteer parents and Continuation School students will also be trained to take an active part in the program. The number of students to be served is 259, in Grades Preschool-1 and Grades 7-12. For further information, contact M. T. Liljeblad, Project Director, 551 South H Street, Barstow, California 93211, (714) 256-0611.

ES 200 023

Compton Elementary Bilingual Education Plan

Compton City Schools, Calif.
Project Number DPSC-97-0229
Descriptors—*Bilingual Education; *Elementary School Students; English; Inservice Teacher Education; Instructional Materials; *Kindergarten Children; Parent Participation; Spanish; Team Teaching; Urban Schools

The native language abilities of Spanish-speaking kindergarten and first grade children in an inner-city area will be used as the primary medium of instruction until the student is capable of working in both English and Spanish. A bilingual teacher and aide will teach these children in a special classroom containing teaching materials gathered from Mexico and the Dominican Republic which will be modified to meet local requirements. In this classroom, Spanish will be used as the medium of communication for a minimum of 80 percent of the day. The program of other kindergarten classes will be modified to include Spanish materials, bilingual aids, and instruction in the Spanish language and heritage; in these classes, English will be used as the medium of instruction for the major portion of the day. The bilingual teacher and the other two teachers will work as a team, with the bilingual teacher working in Spanish in the English-speaking classes and vice versa. A bilingual school aide will assist parents in understanding the program and helping their children. The facilities and staff of the community college will be used for in-service training of the aides. The same format will be used at the first grade level. The number of students to be served is 165, in Grades K-1. For further information, contact Frank M. Goodman, Project Director, 604 S. Tamarind Street, Compton, California 90220, (213) 537-2700.

ES 200 024

Project Frontier

Sweetwater Union High School, Chula Vista, Calif.
Project Number DPSC-97-0275
Descriptors—Bilingual Education; Curriculum Development; *Elementary School Students; English; *High School Students; *Junior High School Students; *Kindergarten Children; *Preschool Children; Spanish; Urban Schools

Curriculum redevelopment will be the major emphasis of a comprehensive bilingual education program which will eventually affect all grades in five urban school districts. With Spanish-speaking children, Spanish will be used as needed for concept development in selected areas of study. The program will also seek to develop these children's literacy in Spanish and in English and will provide courses in study of the history and culture of the Spanish-speaking world. The English-speaking children will study Spanish throughout their school years and will learn about Mexican history and culture beginning in elementary school. Each of the five school districts involved will analyze and revise one area of the curriculum. Districts will also exchange program materials for implementation in all participating schools. A cooperative, in-depth, in-service education program will be developed for project teachers, aides and administrators, and will emphasize the nature and educational problems of Mexican-American children, Mexican culture, strategies for improving home/community/school relationships, applied linguistics, techniques, methods and materials for teaching English as a second language, and for teaching subject content using Spanish as the medium of instruction and the Spanish language. The number of students to be served is 595, in Grades Preschool-12. For further information, contact Joseph Rindone, Jr., District Superintendent, Sweetwater Union High School District, 1130 Fifth Avenue, Chula Vista, California 92011, (714) 422-0171.

ES 200 025

Calexico Intercultural Design.

Calexico Unified School District, Calif.
Project Number DPSC-97-0279
Descriptors—Acculturation; *Anglo Americans; *Bilingual Education; English; Individual Instruction; *Junior High School Students; Language Development; *Mexican Americans; *Social Studies; Spanish

Social studies will be used as the vehicle for acculturation in a bilingual program for Anglo-American and Mexican-American junior high school students from a rural area. Social studies areas which will be taught bilingually include basic study skills, United States his-

tory, world geography, and the California State requirements. The language arts program will include sequential instruction in speaking, reading, and writing English and Spanish. Students will be regrouped periodically throughout the year, with emphasis on small group and individual instruction. Bilingual teachers and teacher aides will conduct the program. The number of students to be served is 180, in Grades 7-9. For further information, contact Julian T. Lopez, Project Director, P.O. Box 792, Calexico, California 92231, (714) 357-1133.

ES 200 026

A Demonstration Bilingual Education Program.
Stockton Unified School District, Calif.
Project Number DPSC-97-0282
Descriptors—*Bilingual Education, *Elementary School Students, English, *Individualized Instruction, Inservice Teacher Education, Instructional Materials, *Kindergarten Children, Parent Participation, *Preschool Children, Spanish
Individualized bilingual instruction will be provided in two elementary schools, using the Ott program materials for teaching science and social science concepts as the core of the curriculum. On-going in-service training will be conducted by an expert in the Ott materials and strategies. Parents will participate in an organized task force whose members will be paid to prepare materials, disseminate information, and assist the project staff. Parents also will participate informally in classroom activities. The number of students to be served is 695, in Grades Preschool-3. For further information, contact Richard Valenzuela, Project Director, 701 North Madison Street, Stockton, California 95202, (209) 466-3911.

ES 200 027

Bilingual-Bicultural Title VII Proposal.
Fresno City Unified School District, Calif.
Project Number DPSC-97-0283
Descriptors—*Bilingual Education, Curriculum Design, *Elementary School Students, English, *Grade 7, *Kindergarten Children, *Mexican Americans, Second Language Learning, Spanish, Urban Schools
Development of the competence needed to employ two linguistic systems separately and consciously as mediums not only for speaking, but also for thinking will be the core of a curriculum-oriented program being developed to serve inner-city kindergarten and elementary school children in an area with a large Mexican-American community. The curriculum will be redesigned for all elementary grades, beginning with kindergarten and first grade, and will include instruction in English-as-a-Second Language, lessons conducted in Spanish in specified subject areas, and reinforcement of English through other subject matter instruction. Those conducting the program will include a resource teacher, a teacher who also serves as a liaison between school and community, three bilingual teachers, and five bilingual aides. In-service training will be provided for those involved in the program. Parents will be consulted before children are selected for the program, and activities designed to maintain their support will be initiated. These will include a "Dad's Club," and a close home-school liaison designed to both inform parents and obtain information from them about the progress of the program. The number of students to be served is 110, in Grades K-7. For further information, contact Harry C. Allison, Project Director, 3132 E. Fairmont Street, Fresno, California 93721, (209) 244-4350.

ES 200 028

Primary Bilingual Education.
Denver Public Schools, Colo.
Project Number DPSC-97-0108
Descriptors—*Bilingual Education, English, Inservice Teacher Education, *Itinerant Teachers, *Kindergarten Children, Parent Participation, Pilot Projects, Spanish, *Team Teaching, *Urban Schools
Central city Spanish-speaking kindergarten children in six schools will participate in a pilot program which will later be extended to include Grades 1-6. Two itinerant teachers, working with the team of regular teachers, will develop the children's speaking and listening skills in both Spanish and English. In-service training will be provided to prepare other teachers to teach the Spanish language to young children. Appropriate instructional materials will be purchased for the program. Parents of the children will participate in a program advisory committee. The number of students to be served is 80 in kindergarten. For further information, contact Robert W. Hirsch, Project Director, 2320 W. Fourth Avenue, Denver, Colorado 80204, (303) 744-3601.

ES 200 029

Bilingual Project.
New Haven Board of Education, Conn.
Project Number DPSC-97-0204
Descriptors—*Bilingual Education, *Elementary School Students, *English, Inservice Teacher Education, *Kindergarten Children, Parent Participation, *Spanish, Team Teaching
A bilingual program will be initiated to enable Spanish-speaking children to gain mastery of oral and written English while retaining, increasing, and perfecting their knowledge of their own language and culture. Four teachers and two aides will work with children in Grades kindergarten to 1 during the morning hours, teaching oral Spanish to all students and oral English and Spanish reading and writing to selected Spanish-speaking children. In the afternoon, the teachers will staff a bilingual center where oral Spanish, Spanish reading and writing, oral English, English reading and writing, and social studies and math in Spanish will be offered to non-English speaking students in Grades 2 to 6. In-service training will be provided for project teachers and will include the teaching of pilot classes of children not otherwise involved in the project. Parental involvement will be encouraged through home visitations by staff members and through services such as adult basic education courses, tutoring, and informal instruction and counseling. The number of students to be served is 80 to 100, in Grades K-6. For further information, contact Robert Serafino, Woolsey School, 2 Woolsey Street, New Haven, Connecticut 06510, (203) 562-0151.

ES 200 030

Collier County Bilingual Program.
Collier County Board of Public Instruction, Naples, Fla.
Project Number DPSC-97-0018
Descriptors—*Bilingual Education, *Elementary School Students, English, *Family School Relationship, *Language Instruction, *Migrant Children, Spanish, Teacher Aides
Spanish-speaking children from migrant families will participate in an educational program designed to meet their special needs. Bilingual instruction will be available to one group of these children in Grades 1 and 2 at two elementary schools, while a similar group of children serving as a control group will receive instruction completely in English. Children in the experimental group will be taught both languages, and both languages will be used to teach the subject areas of the curriculum. A team composed of one bilingual teacher, one monolingual teacher, and one teacher aide will work with each class at the two schools. Teachers also will visit the homes of the children to establish good home-school relations. The number of students to be served is 240, in Grades 1-2. For further information, contact F. Pezzullo, Project Director, Federal Programs-Carver Annex, 1001 Third Avenue North, Naples, Florida 33940, (813) 649-8151.

ES 200 031

Area Bilingual Centers.
Chicago Board of Education, Ill.
Project Number DPSC-97-0288
Descriptors—*Bilingual Education, *Elementary School Students, *English, Individual Instruction, Inservice Teacher Education, *Junior High School Students, Language Instruction, Second Language Learning, *Spanish
Two bilingual education centers will be operated to improve the performance of Spanish-speaking children in both their own language and in the English language. One of the centers will provide a complete bilingual program for Grades one to eight; the other will provide an ungraded continuous development bilingual program for levels three to eight. In both centers, instruction will be conducted in Spanish and English with concurrent emphasis on Hispanic and Amer-

ican history and culture so that students may gain skill in a second language without losing their appreciation and respect for their native language. Expanded tutorial system, utilizing students recommended for their academic achievement, will be initiated to provide more individual attention. In-service training at each center will concentrate on demonstrations of new materials, methods, and approaches and on the development of evaluation instruments. The number of students to be served is 800, in Grades 1-8. For further information, contact Edwin Cudecki, Project Director, 228 North LaSalle Street, Chicago, Illinois 60601, (312) 641-0920.

ES 200 032

Carew Street Bilingual Education Project.
Springfield Public Schools, Mass.
Project Number DPSC-97-0273
Descriptors—*Bilingual Education, *Elementary School Students, *English, Inservice Teacher Education, *Kindergarten Children, Paraprofessional School Personnel, Parent Participation, Preservice Education, Puerto Ricans, *Spanish
A bilingual program will be conducted for inner-city Puerto Rican children in Grades kindergarten to six in a socially integrated neighborhood school. All children will receive language instruction in Spanish and in English. Instruction in the content areas will be given to each child in a language suitable as a medium of communication. The entire staff will participate in a two-week preservice workshop, as well as in a continuous in-service program under the direction of the project supervisor. Training will differ depending on the various teaching specializations within the school. Parents will have the opportunity of participating in adult education courses, and paraprofessionals will visit the homes to work with the parents and preschool children. The number of students to be served is 297, Grades K-6. For further information, contact John J. Sullivan, Project Director, 195 State Street, Springfield, Massachusetts 01103, (413) 733-2132.

ES 200 033

Bilingual Education Program.
Boston Public Schools, Mass.
Project Number DPSC-97-0274
Descriptors—*Bilingual Education, *Elementary School Students, *English, Inservice Teacher Education, Puerto Ricans, *Secondary School Students, Second Language Learning, *Spanish
Two classes of Spanish-speaking children, ages six to eight, will receive instruction in English-language skills, reading skills in both languages, and content areas in both languages. Two classes of newly arrived Puerto Rican children, ages nine to twelve, with little or no English language ability, will participate in an oral-aural English-as-a-second-language program and will be instructed largely in Spanish in the content areas. Two classes of newly arrived Puerto Rican children, ages thirteen to sixteen, with little or no English language ability, will participate in an intensive English-as-a-second-language program which will emphasize understanding and speaking, and will be instructed in Spanish in the content areas. Classes will be conducted by a bilingual teacher, a Puerto Rican parent aide, and volunteers. Other components will include a health program, field trips, cultural activities, a drop-in-center to provide counseling, tutorial, cultural, and vocational information and activities for young men and women of the area, and training in Spanish for English-speaking teachers. The number of students to be served is 325, in Grades 1-12. For further information, contact Martha J. Shanley, Project Director, 120 Boylston Street, Room 521, Boston, Massachusetts 02116, (617) 426-5552.

ES 200 034

Itinerant Bilingual Teaching Teams.
Pontiac City School District, Mich.
Project Number DPSC-97-0050
Descriptors—*Bilingual Teachers, *Elementary School Students, English, *Individual Instruction, *Kindergarten Children, *Language Handicapped, *Secondary School Students, Social Studies, Spanish, Team Teaching
Non-English speaking students and bilingual students with severe language handicaps will be given individual attention and instruction to aid them in overcoming their language problems. A team composed of one bilingual teacher and two bilingual aides will be assigned to each group of fifty students and will provide individual and small group tutoring, diagnosis of the problems which affect the student's achievement, compensatory programs utilizing school and community resources, and follow-up activities. Team teachers and aides will also conduct in-service training for classroom teachers who are working with language handicapped students and will assist in the development of elementary school social studies units incorporating Spanish-American cultural and historical materials and Spanish language materials. The number of students to be served is 100, in Grades K-12. For further information, contact B. C. VanKoughnett, Project Director, 9 Victory Court, Pontiac, Michigan 48058, (313) 338-9151.

ES 200 035

Lansing Bilingual Program--Junior High.
Lansing School District, Mich.
Project Number DPSC-97-0271
Descriptors—*Bilingual Education, *English (Second Language), Junior High School Students, Language Skills, Material Development, *Spanish, *Teacher Education
Identifiers—HALC, *Hispano American Language and Culture Program
Spanish language arts materials will be developed for junior high school students in an urban area. These materials will enable students to maintain and develop language skills in standard Spanish, especially reading and writing, and to understand their heritage through a study of early American cultures and their subsequent determination of Hispano-American presence and influence in the United States. One teaching team for each of the two schools involved will conduct the program. Each team will consist of an English teacher, a bilingual teacher who will teach the Hispano American language and culture course, and a social studies teacher who will teach groups small enough to allow greater concentration in aiding those students who have varying degrees of ability in the use of English and Spanish. The number of students to be served is 120, in Grades 7-12. For further information, contact Charles A. Baldwin, Project Director, 3426 South Cedar Street, Lansing, Michigan 48910, (517) 393-3450.

ES 200 036

Panhandle Educational Program for Bilingual Literacy.
Nebraska Educational Service Unit 18, Scottsbluff.
Project Number DPSC-97-0261
Descriptors—*Bilingual Education, *Cultural Differences, English, *Inservice Teacher Education, *Kindergarten Children, *Oral Expression, School Community Relationship, Spanish, Teacher Aides
English and Spanish oral language programs will be instituted at the kindergarten level for children who speak non-standard Spanish and for children with limited English-speaking ability. In-service training programs for teachers and teacher aides will focus upon awareness and understanding of cultural differences. Teacher aides will be recruited from the bilingual community and will serve as school-community liaison personnel in addition to their classroom duties. The number of students to be served is 344, in Grade K. For further information, contact Udell L. Hughes, Administrator, Educational Service Unit No. 18, 1721 Broadway, Scottsbluff, Nebraska 69361, (308) 635-3696.

ES 200 037

New Jersey Bilingual Education Program.
Vineland School District, N.J.
Project Number DPSC-97-0037
Descriptors—*Biculturalism, *Bilingual Education, English, *Grade 1, *Inservice Teacher Education, Instructional Materials, *Preservice Education, Program Planning, Spanish, Teaching Methods
Ten demonstration bilingual and bicultural first grade classes will be established in strategic areas throughout the State. Preservice and in-service training courses will be developed for professional and paraprofessional personnel and will emphasize planning, organization and evaluation of bilingual pro-

grams, methods and materials for instruction, and areas for bicultural study such as history and art. School and community coordinators, many of them residents of the target areas, will supplement the services offered in the classroom. The number of students to be served is 791 in Grade 1. For further information, contact Anthony A. Catrambone, City of Vineland School District, 106 Landis Avenue, Vineland, New Jersey 08630, (201) 432-6000.

ES 200 038

Southeastern New Mexico Bilingual Program.
Artesia Public Schools, N. Mex.
Project Number DPSC-97-0028
Descriptors—*Bilingual Education, *English (Second Language), *Grade 1, Inservice Teacher Education, Material Development, *Parent Participation, *Spanish
An experimental learning laboratory, composed of six first grade classrooms in three different urban schools which have a high concentration of Spanish-speaking children, will be developed to test new bilingual instructional techniques and materials. English-speaking children will participate in the program to develop their proficiency in Spanish and English and to enhance interpersonal relationships between the two groups of children. Both English-speaking and Spanish-speaking parents will be involved in the program in an advisory capacity; parents will contribute local adaptations to materials development, assume program information dissemination responsibilities, and provide leadership in coordinating school-community bicultural activities. A team of one bilingual and one *monolingual* teacher will conduct each of the classes, and in-service training will be provided for them and for 20 paraprofessionals to prepare them for work as instructional aides. The number of students to be served is 110, in Grade 1. For further information, contact Arthur J. Bartley, Project Director, Educational Services Center, Artesia Public Schools, 1106 West Quay, Artesia, New Mexico 88210, (505) 746-9193.

ES 200 039

Albuquerque Bicultural-Bilingual Education Program.
Albuquerque Public Schools, N. Mex.
Project Number DPSC-97-0029
Descriptors—*Bilingual Education, *Elementary Grades, *English (Second Language), *Kindergarten, Parent Participation, School Community Cooperation, *Spanish
Kindergarten and first grade children in two inner-city elementary schools will be taught selected parts of the curriculum solely in one language and other courses in the second language, with modifications of the program as the children progress. Initially, children will be assigned and taught in three groups--primarily Spanish-speaking, primarily English-speaking, and primarily nonlingual, the last group often being composed of children who are primarily Spanish-speaking but who adopt a noncommunicative demeanor. Teachers and paraprofessionals will participate in preservice, in-service, and postservice training. Existing bilingual instructional materials will be adapted and new materials will be developed for the program. Adult education programs and programs about the bilingual project will be held; community members will be represented on a Bilingual Advisory Committee; and a counselor will work to establish good relations between the school and the home, and will provide parents with information about community services. The number of students to be served is 270, in Grades K-1. For further information, contact Carlos Saavedra, Project Director, P.O. Box 1927, Albuquerque, New Mexico 87103, (505) 247-9136.

ES 200 040

Espanola Bilingual Education Program.
Espanola Municipal Schools, N. Mex.
Project Number DPSC-97-0099
Descriptors—*Bilingual Education, Communication Skills, *Elementary School Students, *English, Parent Participation, *Preschool Children, Second Language Learning, Social Studies, *Spanish
A demonstration class of first graders will be formed with about twelve percent of the children from Spanish-speaking backgrounds. Other first grade classes in the school will be used as control groups. The students' communications skills in the English language will be improved through the use of a nationally recognized program in the teaching of English as a second language and the teaching of the basic skills (understanding, speaking, reading, and writing). A social studies curriculum will be taught in Spanish to guarantee development in concepts and skills related to society as well as social interaction. History and culture associated with the Spanish language will be included in the curriculum. Instruction in Spanish will also be provided to give the students basic literacy skills in their mother tongue. Parental involvement on the project committee will be expanded. The number of students to be served is 90, in Grades Preschool-6. For further information, contact Ray Rodriguez, P.O. Box 249, Espanola, New Mexico 87532, (505) 753-2251.

ES 200 041

Las Cruces Elementary School Bilingual Program.
Las Cruces School District, N. Mex.
Project Number DPSC-97-0232
Descriptors—*Bilingual Education, *Elementary School Students, English, *Kindergarten Children, *Language Programs, Nongraded System, Spanish, Teaching Methods, Team Teaching
A dual language instructional program utilizing a nongraded curriculum, instructional teacher aides, a two-hundred-day school calendar, intensive staff in-service training, and an experimental language program in which the achievement of students taught in three different manners--instruction in both Spanish and English, instruction in English only using linguistic patterning techniques to teach English as a second language, and traditional instruction--is being compared and will be expanded from a kindergarten to three program to a kindergarten to six pilot project. A team teaching approach utilizing bilingual aides will be introduced into the school district. The number of students to be served is 900, in Grades K-6. For further information, contact J. K. Southard, Project Director, 301 West Amador, Las Cruces, New Mexico 88001, (505) 524-2694.

ES 200 042

Spanish-English Bilingual Education Program.
Rochester City School District, N.Y.
Project Number DPSC-97-0201
Descriptors—*Bilingual Education, Cultural Background, English, *Grade 1, *Grade 10, *Junior High School Students, *Preschool Children, Second Language Learning, Spanish, Staff Orientation
Four-year-olds will be taught half time in Spanish by a native speaker of that language and half time by a native speaker of English. Each teacher will also be fluent in the other's language to facilitate cooperative planning. No more than one-fourth of the class of twenty pupils will be native speakers of English. Similar provisions will be made for kindergarten and first Grade children. Students in Grades 7 to 10 may learn mathematics, social studies, and science in Spanish while enrolled in an intensive program to study English as a second language. A Spanish-speaking community-school aide will be assigned for each level--preschool, elementary, and secondary. A two-week orientation and planning session will be conducted for all bilingual education personnel. Thus, it is planned that Spanish-speaking children will develop competence in English, improve their competence in Spanish, and their knowledge of the history and culture associated with it, and receive better educational opportunities. A limited number of monolingual English-speaking children will also develop competence in Spanish, and closer parent-school communication will be established. The number of students to be served is 262, in Preschool-1 and 7-10. For further information, contact Eleanor H. Burgess, 13 Fitzhugh Street South, Rochester, New York 14614, (716) 454-5360.

ES 200 043

The Bilingual School (P.S. 25, Bronx).
New York City Board of Education, Bronx, N.Y. District 7
Project Number DPSC-97-0312
Descriptors—*Adult Education, *Bilingual Education, Educational Facilities, *Elementary School Students, English, Information Dissemination, *Inservice Teacher Education, *Instructional Materials, Spanish, Student Teacher Ratio

The Bilingual School presently offers an instructional program in both English and Spanish to its entire student population including the 15 percent who are native speakers of English and want to learn Spanish. Equal proficiency in understanding speaking reading and writing both languages is sought. Founded last year the school now seeks to expand its services and the quality of its program through in-service training of teachers development of curriculum materials specially designed for bilingual education establishment of an instructional materials center and a bilingual school library initiation of adult education programs for parents of students a summer program reduction of teacher-pupil ratio addition of administrative and clerical personnel and the exchange and dissemination of information with other bilingual programs. The number of students to be served is 525 in Grades 1-6. For further information contact Hernan LaFountaine P.S. 25 811 East 149 Street Bronx New York 10455 (212) 665-9686.

ES 200 044

Bilingual Instruction - Junior High.
Cleveland Public Schools Ohio
Project Number DPSC-97-0181
Descriptors—*Bilingual Education Counseling Services English *Grade 7 *Private Schools Psychological Services *Public Schools Self Concept *Social Studies Spanish
Bilingual instruction in Spanish and in social studies will be offered to Spanish-speaking and monolingual English-speaking seventh-grade students at two centers in Cleveland's near West Side. Two classes will be organized at each center in the effort to improve the English-speaking ability of the Spanish-speaking children to eliminate "the language barrier" and to preserve and improve the self-image of all students by demonstrating respect for their language and culture. Nonpublic school students will also be served by supportive services provided to Spanish-speaking students by a bilingual counselor-advisor and a social worker and psychologist both also bilingual. The number of students to be served is 177 in Grade 7. For further information contact Paul W. Briggs Superintendent of Schools 1380 East Sixth Street Cleveland Ohio 44114 (216) 696-2929.

ES 200 045

Let's Be Amigos.
Philadelphia School District Pa
Project Number DPSC-97-0089
Descriptors—*Biculturalism *Bilingual Education *Elementary School Students English *High School Students *Junior High School Students *Preschool Children Puerto Ricans Spanish Staff Improvement
A comprehensive bilingual bicultural program including a bilingual model school will be established. The model school will include prekindergarten kindergarten and first grade during its first year of operation and will add grade levels as the program continues in the middle and upper grades. Spanish-speaking students who are underachievers will be identified and individually prescribed instructional programs will be developed for them. These programs will include instruction in Spanish and English in mathematics science social studies and the two languages. Curricula for these subjects and for Puerto Rican history and culture will be developed by teams of writers during the summer and throughout the school year. Staff development programs will be conducted to identify certify and employ Spanish-speaking teachers in the community to prepare Spanish-speaking people to serve as program aides coordinators and administrators and to prepare all staff members for work in the program. The number of students to be served is 810 in Grades Preschool-12. For further information contact Eleanor L. Sandstrom Project Director Administration Building Room 305 Parkway at 21st Street Philadelphia Pennsylvania 19103 (215) 448-3334.

ES 200 046

Catch Up.
Zapata Independent School District Tex
Project Number DPSC-97-0006
Descriptors—*Bilingual Education Creative Development Cross Cultural Training *Elementary School Students *English Inservice Teacher Education *Kindergarten Children Language Development Preservice Education *Spanish
Spanish-speaking children in kindergarten and Grades 1 and 2 in two elementary schools will participate in a bilingual educational program designed to develop pride in their heritage competency in Spanish and competency in English using the Spanish language as a bridge to ease the transition from Spanish to English. Through the program kindergarten children will learn oral language patterns in both English and Spanish develop reading readiness skills learn basic mathematical concepts develop physical skills and participate in activities fostering social and emotional adjustment. First grade children will develop oral language skills in both languages develop basic reading and writing skills learn arithmetical concepts develop their ability to think creatively through art music and dramatization and learn basic concepts in social studies. Second grade children will further develop oral language skills reading skills mathematical skills and writing skills develop appreciation for both cultures through creative music and art and develop basic skills in language arts. Preservice and in-service training will be provided for the teachers and aides involved in the program. Parents will serve in the classroom as volunteers and will participate in a program advisory committee. The number of students to be served is 309 in Grades K-2. For further information contact Valentin G. Medina Project Director Box 158 Zapata Texas 78076 (512) 765-4321.

ES 200 047

San Felipe Educational Bilingual Program
San Felipe Independent School District Del Rio Tex
Project Number DPSC-97-0072
Descriptors—Adult Education *Bilingual Education *Cross Cultural Studies *Elementary School Students English Home Visits Inservice Teacher Education *Kindergarten Children *Mexican Americans Spanish
All facets of the curriculum eventually will be taught in both Spanish and English in four elementary schools where 98 percent of the population is Mexican American. During the first year the program will involve only the first grade with a new grade being added each succeeding year. In addition to language arts and mathematics the children will be instructed in both Anglo American and Mexican American history and culture. Health and physical education and recreational activities also will be included in the program. The program will be explained to the parents in adult education classes conducted by the school district and teachers and other staff members will visit the homes of the children. A bilingual teacher will be in charge of each first grade and in-service training for the teachers will be provided during the summer. The number of students to be served is 450 in Grades K-1. For further information contact J. E. Pena Project Director P.O. Box 1547 Del Rio Texas 78840 (512) 775-7737.

ES 200 048

Bilingual Instruction for Grades 1-3.
Harlandale Independent School District San Antonio Tex
Project Number DPSC-97-0014
Descriptors—*Bilingual Education *Curriculum Development *English (Second Language) School Community Programs *Spanish *Teacher Education
A five-component program will include (1) a curriculum development component in which curriculum materials and course outlines will be developed and evaluated (2) a teaching improvement component in which systematic preservice and in-service training will be offered (3) a community involvement component in which home-school-community relations will be improved (4) an information dissemination component in which project information will be shared with other interested parties and (5) a project coordination component in which an efficient and effective administrative structure will be developed. The number of students to be served is 1,320 in Grades 1-3. For further information contact Bill E. Hughes Project Director Southwest Texas State College 700 North LBJ Drive San Marcos Texas 78666 (512) 245-2158.

ES 200 049

Helping Advance Bilingual Learning in Abernathy
Abernathy Independent School District Tex
Project Number DPSC-97-0034

Descriptors—*Anglo Americans; *Bilingual Education; *Closed Circuit Television; Cross Cultural Studies; English; Inservice Teacher Education; Instructional Materials; *Kindergarten Children; *Mexican Americans; Spanish

Closed circuit television will be used to teach Mexican-American and Anglo-American kindergarten children in a bilingual program designed to develop students who are equally fluent in the English or Spanish language and who are at ease with both cultures. Video-taped programs will be developed with a dual audio track so that both English and Spanish narration or dialogue can be used with the same presentation. Television also will be used to build the self-esteem of the Mexican-American children who could, for example, prepare programs to be shown to Anglo-American classes. It will also be used to teach the history and culture of Mexican-American and other areas of the curriculum, and as one means of evaluating the program. Emphasis in the program will be placed on the use of the Spanish language as a means of communication between teacher and student. Spanish will also be used in initial instruction and conceptualization. Preservice and inservice training will be provided for the teachers and aides involved in the program. Materials and procedures will be examined for revision, and new materials will be developed where necessary. Bimonthly meetings with groups of parents will be held to evaluate program progress and to discuss future plans and objectives. The number of students to be served is 120 in Grade K. For further information, contact: Gid B. Adkisson, Jr., Project Director, Drawer B, Abernathy, Texas 79311, (806) 298-2338.

ES 200 050

Project Language.

Weslaco Independent School District, Tex.

Project Number: DPSC-97-0053

Descriptors—*Bilingual Education; *English (Second Language); *Grade 1; *Spanish

Eight first grade classes—six composed of Mexican-American children and two composed of native English speakers—will be divided into groups of two which will be taught by teams of one English-speaking teacher, one Spanish-speaking teacher, and one aide. Each child will receive subject area instruction in his native language as well as instruction in the second language. Literature, fine arts, and physical education and recreation will be conducted bilingually. Preservice and in-service training will emphasize the philosophy underlying bilingual education, the development of curriculum, and continuous project evaluation. The number of students to be served is 200 in Grade 1. For further information, contact: Patricia Wallace, Project Director, P.O. Box 266, Weslaco, Texas 78596, (512) 968-4595.

ES 200 051

Proyecto Bilingual Intercultural

San Antonio Independent School District, Tex.

Project Number: DPSC-97-0060

Descriptors—Audiovisual Instruction; *Bilingual Education; Curriculum Development; *English (Second Language); *Grade 1; *Kindergarten; *Spanish

A multimedia learning system will be designed to help alleviate the serious shortage of materials for Spanish-speaking children in Grades kindergarten to 1. The system will include filmstrips, films, audio tapes, teachers' manuals and student materials and will use Spanish as the primary medium of instruction until the child's command of English is sufficient to enable him to communicate effectively in that language. Teaching Spanish as a second language will be a second focus of the system. A junior high school curriculum development project will focus upon identifying, developing, improving, and adapting materials and techniques to assist Spanish-speaking children in becoming independent learners in English and to teach sufficient Spanish to English-speakers to prepare them for instruction in Spanish. A program to train high school students as bilingual secretaries and office workers will be a third component of the project. The number of students to be served is 1,650 in Grades K-1, 6-7, 9-12. For further information, contact: Josue M. Gonzalez, Project Director, c/o Navarro Elementary School, 623 South Pecos Street, San Antonio, Texas 78207, (512) 227-4195.

ES 200 052

Del Rio Bilingual Education Program

Del Rio Independent School District, Tex.

Project Number: DPSC-97-0085

Descriptors—*Bilingual Education; *Elementary Grades; *English (Second Language); *Kindergarten; Parent Participation; *Spanish; Teacher Education

The educational needs of a bilingual-bicultural community will be served through a bilingual education program which recognizes that children learn best when their first school experiences are in their native language. The program will seek to provide instruction in two languages, increased understanding and appreciation of cultures, improved human relationships, opportunities through education for economic upgrading, conservation of language resources in the national interest, and a school environment conducive to the psychological well being of the individual. It is expected that bilingualism will be attained by these children, now in kindergarten through fourth grade, by completion of their sixth year in school. Project components provide for staff development through organized preservice and in-service training, appropriate library materials and other instructional aids, parent involvement in planning and program development, continuing evaluation, and the dissemination of pertinent information. The number of students to be served is 726 in Grades K-4. For further information, contact: R. J. Waddell, P.O. Drawer 1229, Del Rio, Texas 78840-(512) 775-7531.

ES 200 053

PESO Bilingual Language Development Project

Peso Education Service Center Region 16, Amarillo, Tex.

Project Number: DPSC-97-0086

Descriptors—*Bilingual Education; *English (Second Language); *Grade 1; Parent Participation; *Spanish; Teacher Education; *Team Teaching

Twelve first grade classes with high concentrations of Mexican-American children who have limited English-speaking ability will be instructed by six specially trained bilingual teachers and twelve cooperating (regular classroom) teachers through a team approach. Preservice training and in-service workshops are designed to develop a corps of six well-trained teachers who can instruct primary grade children in both Spanish and English and to provide a corps of twelve cooperating teachers with increased skills for working with children whose major language is Spanish. Parent meetings, teacher aide opportunities, and home visits by both bilingual and cooperating teachers will be structured to increase parental awareness of the values of a formal education and of ways which they may support their children's chances for success in school. The number of students to be served is 417 in Grade 1. For further information, contact: Huelyn W. Laycock, 1601 South Cleveland, Amarillo, Texas 79102, (806) 372-8721.

ES 200 054

***English-Spanish Environmental Experience School**

San Angelo Independent School District, Tex.

Project Number: DPSC-97-0088

Descriptors—Bilingual Education; *Cross Cultural Studies; *Educational Environment; *English; Inservice Teacher Education; *Kindergarten Children; Language Development; Parent Participation; *Spanish; Team Teaching

Six teachers and six teacher assistants, all bilingual, will use team teaching to provide for kindergarten children environmental experiences that lend opportunity for oral language development in English and Spanish and to conduct activities that teach a better understanding of both Spanish-American and English-American cultures. Institute opportunities and a continuing training program will be provided for the staff who will also visit selected comparable preschool programs. A three-year course of study for the children is anticipated. Parent involvement will include open meetings for evaluation and an exchange of ideas and an advisory committee of about fifteen parents and other concerned citizens. Teachers will develop many of their own materials. The dissemination program will

be aimed at the entire bilingual population of the community. Teachers and assistants will visit each child's home at least three times a year. The number of students to be served is 140 in Grade K. For further information, contact C.D. Henry, 100 North Magdalen Street, San Angelo, Texas 76901, (915) 655-5741.

ES 200 055

Region XIII Bilingual Education Program.
Educational Service Center Region 13, Austin, Tex.
Project Number DPSC-97-0094
Descriptors—*Bilingual Education, *Grade 1, *Instructional Materials, Instructional Programs, *Mexican Americans, *Parent Participation
Five pilot and two control first grade classes on three elementary campuses will receive bilingual instruction during the first year. Instructional programs will be organized and implemented, and a system will be developed to identify, utilize, and evaluate a broad range of materials to support the model program. A program will also be developed to make parents aware of the educational and cultural needs of Mexican-American children and adults. The project director, materials specialist, and parental coordinator will devote fifty to seventy-five percent of their time to activities in the three schools, but also will be available to provide technical assistance to other schools in the fifteen counties of the region. The number of students to be served is 210, in Grade 1. For further information, contact Royce King, 861 East 53rd Street, Austin, Texas 78751, (512) 454-2765.

ES 200 056

Hacia Nuevos Horizontes (Towards New Horizons).
La Joya Independent School District, Tex.
Project Number DPSC-97-0104
Descriptors—*Anglo Americans, *Bilingual Education, *Elementary School Students, English, Inservice Teacher Education, *Kindergarten Children, *Mexican Americans, Parent Participation, Self Concept, Spanish
Community involvement and improvement of the self-images of Spanish-speaking kindergarten and elementary school children are the emphases of a bilingual program in a rural area which is designed to enable both Mexican-American and Anglo-American children to become literate in two languages. Parents and other members of the community will participate in orientation workshops as the program begins, and day-long mid-program workshops will be held to discuss progress and the parents' ideas about the program. Mothers of the children in the program will be hired as teacher aides and will then be prepared to teach their younger children at home. Preservice and in-service workshops will be held to prepare the teachers to work with the children in developing their self-images. Activities for the children which are designed to enhance their self-images will include role playing and identification with heroes through fictional stories, true stories of accomplished community members, field trips and musical activities. The number of students to be served is 861, in Grades K-3. For further information, contact Arturo Medina, Superintendent of Schools, P.O. Box 120, La Joya, Texas 78560, (512) 565-1232.

ES 200 057

Programa en Dos Lenguas (Bilingual Program).
Fort Worth Public Schools, Tex.
Project Number DPSC-97-0110
Descriptors—Anglo Americans, Bilingual Education, *Elementary School Students, *English, *Kindergarten Children, *Language Development, Mexican Americans, Parent Participation, *Spanish, Urban Schools
Readiness activities and extensive concurrent oral language development in Spanish and English will be the core of the kindergarten phase of an instructional program for Mexican- and Anglo-American children in seven elementary schools in an inner city area. Children in the first grade will also participate in bilingual instruction, and the program will later be extended to include Grades 2-6. Bilingual teachers, bilingual teacher aides, and monolingual English-speaking teachers will work together to conduct the program. Activities designed to encourage parent participation will include parent visits to the classrooms, discussions on the bilingual program, use of volunteer parent aides in the classroom, establishment of a parent council to serve as liaison between home and school, and development of adult education courses and monthly programs for the entire family. The number of students to be served is 1,007, in Grades K-1. For further information, contact Tom W. Porter, Project Director, 3210 W. Lancaster Street, Fort Worth, Texas 76107, (817) ED 6-0743.

ES 200 058

McAllen Bilingual Social Science Program.
McAllen Independent School District, Tex.
Project Number DPSC-97-0114
Descriptors—*Bilingual Education, Elementary School Students, *English (Second Language), *Language Skills, *Material Development, *Social Sciences
Spanish-speaking elementary school children in an urban area will learn about both the Anglo-American and the Spanish-American cultures in a program which is also designed to develop their communication skills in both languages. Children will first hear, pronounce and become familiar with the language patterns of the Spanish and English they encounter in school, home and community; they will then develop reading and writing skills in both languages. Teachers will be trained to use the newer methods, materials and techniques of language learning. Through workshops, demonstrations and consultant services, teachers will learn how to develop, produce, use and evaluate audiovisual and audiolingual instructional materials in meeting the needs of the children. Emphasis will be on the development of materials and methods for one grade each year; subsequently, kindergarten classes will be added to the program. In addition to upper grades and other schools, An advisory board for community involvement and dissemination has been established for the program; included on the board are parents of participating children and other community members. The number of students to be served is 420, in Grades 1-3. For further information, contact Carmen Salcines, Project Director, 110 South 10th Street, McAllen, Texas 78501, (512) 686-0515.

ES 200 059

Region One Bilingual Project
Region One Educational Service Center, Edinburg, Tex.
Project Number DPSC-97-0133
Descriptors—*Autoinstructional Aids, *English (Second Language), Instructional Materials, *Mathematics Instruction, *Reading Instruction, *Spanish
The development of Spanish language instructional materials in the areas of reading and mathematics will be emphasized. These materials will include a programmed self-instruction course in reading and writing utilizing audiovisual equipment, a teacher-directed reading program, and individually prescribed mathematics instruction. The number of students to be served is 800, Grades K-6. For further information, contact A.R. Ramirez, Project Director, 113 S. 10th, Edinburg, Texas 78539, (512) 383-5614.

ES 200 060

Bilingualism for the Conceptualization of Learning
Laredo Independent School District, Tex.
Project Number DPSC-97-0164
Descriptors—*Bilingualism, *Elementary School Curriculum, *English (Second Language), Instructional Materials, Language Programs, *Spanish, *Teacher Education
The established elementary school curriculum will be modified to permit the utilization of both English and Spanish instruction in the classroom. Emphasis will be placed upon developing original instructional materials based on local sources of folklore, history, art, and music. Preservice and in-service training in such areas as sensitivity training, team-teaching techniques, and comparative linguistics will also be offered. The number of students to be served is 420, in Grades 1-6. For further information, contact Evangeline Ornes, Project Director, 1618 Houston, Laredo, Texas 78040, (512) 722-6366.

ES 200 061

A Bilingual Elementary Education Program.
Lubbock Independent School District, Tex.
Project Number DPSC-97-0219

Descriptors—*Bilingual Education; *Elementary Education; *English (Second Language); *Language Skills; *Spanish

A preschool bilingual program will be extended upward into the higher grades as preservice and in-service programs develop an adequate instructional staff. As communications skills of children are improved, it is expected that the level of academic achievement will be raised and the dropout rate will decrease. Program components include administration, materials and techniques of instruction, staff development, evaluation, dissemination, and parent involvement, with an emphasis on language and culture. The bilingual staff, in addition to providing the child with words and structures to talk in two languages, will offer enriching experiences for learning by doing, exploring, discovering, and creating. Observations and anecdotal records will be made periodically by teachers, the specialist in bilingual education, and consultants knowledgeable in early childhood development and bilingual education. Checklists, the tape recorder, vocabulary tests, and other evaluative instruments will provide feedback and suggestions for program change. Program information will be disseminated through a variety of media and with the assistance of the regional education service center. The number of students to be served is 100 in Grade K. For further information, contact Nat Williams, Superintendent of Schools, 1715 - 26th Street, Lubbock, Texas 79411, (806) SH 7-2641.

ES 200 062

Houston Independent School District Bilingual Educational Program

Houston Independent School District, Tex.

Project Number DPSC 97-0231

Descriptors—*Bilingual Education; *Elementary School Curriculum; *English Instruction; High School Curriculum; Junior High Schools; *Language Programs; *Spanish

Kindergarten, first and second grade children in four elementary schools will be taught in Spanish half to three-fourths of their school day and in English the rest of the day, by bilingual teachers and aides. Teachers, administrators, and aides will participate in a summer human relations workshop guided by the philosophy that every student is a gifted student. Teams of parents, teachers, and secondary students will guide and evaluate each project activity. In the junior high school, a bilingual teacher will conduct a course on Texas History and Government in Spanish. A bilingual speech and drama course will be developed for the ninth grade. Art and music courses at the secondary level will incorporate the works of Mexican artists and Mexican holiday festivals and other special activities will be utilized. An honors program in Spanish will be available to qualified second year high school students. Secondary school teachers will participate in workshops and seminars for in-service training. The number of students to be served is 565, in Grades K-2 and 7-12. For further information, contact Raul Munoz, Jr., Project Director, 3202 Weslayan Road, Houston, Texas 77027, (713) 621-7914.

ES 200 063

United Bilingual Education Project

Laredo Independent School District, Tex.

Project Number DPSC 97-0235

Descriptors—*Elementary School Students; *English Instructional Materials; *Kindergarten Children; Program Evaluation; *Spanish; Teacher Education

English and Spanish will be used concurrently, particularly in the first three grades and will taper off in the later elementary school grades. The teaching time allotted to instruction in each language will be determined by the classroom teacher with the assistance of the school principal and the project director. A simple linguistic approach and a strong use of phonics will be emphasized. Preservice and in-service training will be provided, curriculum materials will be developed, and evaluation instruments will be designed for project use. The number of students to be served is 650, in Grades K-6. For further information, contact Dolores A. Earles, Project Director, P.O. Box 828, Laredo, Texas 78040, (512) 723-9923.

ES 200 064

Better Education through Bilingualism

Edgewood Independent School District, San Antonio, Tex.

Project Number DPSC 97-0298

Descriptors—*Bilingual Education; Counseling Programs; *Grade 1; *Inservice Teacher Education; Instructional Materials; Language Development; Mexican American History; *Preservice Education; Summer Programs; *Urban Schools

Extensive preservice and in-service training and an intensive counseling program will be an important part of a bilingual program for first grade children in 16 elementary schools in an inner-city area. The children will develop skills in the usual areas taught in the first grade through use of the language or language variation with which they are most familiar. At the same time, they will also develop oral ability in the second language, and reading will be taught in the second language during the latter part of the school year. Teachers will participate in a preservice summer program which will consist of courses designed to acquaint them with linguistics and the historical background and culture of Mexican-American people. An expert will then aid them in selecting, revising and adapting curriculum materials for the coming school year. During the school year, weekly in-service training sessions will be held to discuss materials to be used and effectiveness of materials already used. Bilingual teacher aides assist the teachers, who will also be bilingual. The counseling staff will also be bilingual and will consist of two counselors, two social workers, and one psychometrist, who will work directly with the students and their families, serving as liaison between home and school. They will also conduct testing and evaluation activities and will aid parents in finding community programs and agencies to help them meet their physical, mental, and material needs. The number of students to be served is 405, in Grade 1. For further information, contact Alice Hayes, Project Director, 6458 W. Commerce Street, San Antonio, Texas 78237, (512) 433-1441.

ES 200 065

Milwaukee Bilingual Education Project

Milwaukee Board of School Directors, Wis.

Project Number DPSC 97-0262

Descriptors—*Bilingual Education; Cultural Awareness; *Elementary School Students; English; *High School Students; *Junior High School Students; *Kindergarten Children; Language Development; Social Relations; Spanish

A bilingual readiness which will eventually enable both Spanish-speaking and English-speaking children to communicate with each other in both languages is the goal of this pilot project. At the kindergarten and early primary levels, monolingual teachers will be reassigned to permit bilingual teaching. In addition to the regular kindergarten curriculum, a structured language development course in English and Spanish will be introduced. Secondary pupils will be offered a bilingual Hispano American Culture, Language and History course to promote interaction, mutual understanding and respect between Spanish-speaking and English-speaking pupils and enable newly arrived Spanish-speaking pupils to succeed in a content course while learning English. An advisory committee of parents, pupils, and community members will continue to function and, with bilingual student advisors, will help establish better channels of communication among home, school, and community. The number of students to be served is 220, in Grades K-2 and 7-12. For further information, contact Anthony Gradishar, 5225 West Vliet Street, Milwaukee, Wisconsin 53208, (414) 476-3670.

ES 200 066

Ukiah Indian, Mexican-American Bilingual-Bicultural Program

Ukiah Unified School District, Calif.

Project Number DPSC 97-0178

Descriptors—*American Indians; Cultural Background; *Elementary School Students; English; Individualized Instruction; *Kindergarten Children; *Mexican Americans; Parent Participation; Pomo; Spanish

An experimental bilingual-bicultural curriculum for elementary school American Indian and Mexican American children will be developed and tested in a rural school district. Instruction in Indian and Mexican art

and culture and heritage will be included in the curriculum. In addition to standard subjects, the standard curriculum will also be modified to make it more relevant to the different cultures' habits and behavior patterns of the children. Mexican-American children will receive instruction both in Spanish and in English. Indian children will be taught one of the basic Pomo dialects, and other participating children will have the choice of learning either language. Individualized instruction and cross-age teaching will be used in the program. Mexican-American and Indian parents will be trained to serve as program aides. They will then help identify the problems and educational needs of the children so that appropriate corrective measures can be implemented; they will also contact other parents to encourage them to participate in adult education classes and other available activities. The number of students to be served is 35, in Grades K-6. For further information, contact Jose de la Pena, Co-Project Director, 199 N. Highland Street, Ukiah, California 95482, (707) 462-6186.

ES 200 067

Bilingual-Bicultural Education Program.
Grants Municipal Schools, N. Mex.
Project Number DPSC-97-0022
Descriptors—*American Indians, *Bilingual Education, *Elementary Schools, *English (Second Language), Inservice Teacher Education, *Spanish
Five languages—Acoma, Laguna, Navajo, Spanish, and English—will be involved in a bilingual, bicultural program for six elementary school units in a rural area with a high concentration of Spanish-speaking and American Indian children. Each of the ten first grade target classrooms will be taught by a bilingual teacher and a bilingual teacher aide. Children will be divided into groups according to the languages they speak and their fluency in those languages. Children who are functional in limited English and limited Spanish will receive reading readiness, language and cultural instruction in both languages. English will be taught as a second language to children who are functional in Spanish, with a gradual transference of subject-matter instruction to English. Children who are functional in English will be taught Spanish as a second language, so that both languages may become a part of the instructional program. Indian aides will assist Indian teachers in teaching English as a second language to those children who are functional in the Indian languages involved in the program. In the Indian classrooms, some instruction and story telling will be done in the appropriate Indian language. Emphasis in all groups will be on using the child's native language to help him understand concepts in the nonfamiliar language. Inservice training will be provided for teachers and aides. Assistance in conducting the program will be provided by the program advisory committee, which includes parents representing each of the schools involved. The number of students to be served is 224, in Grade 1. For further information, contact H. D. Overby, Project Director, Grants Municipal Schools, P.O. Box 8, Grants, New Mexico 87020, (505) 287-2958.

ES 200 068

Building Bilingual Bridges.
Two Bridges Model School District, New York, N.Y.
Project Number DPSC-97-0007
Descriptors—*Bilingual Education, Chinese, *Elementary School Students, English, Individualized Instruction, *Kindergarten Children, *Preschool Children, Puerto Ricans, Spanish, *Urban Schools
Providing bilingual education in an integrated classroom setting which emphasizes individualized instruction rather than segregating children by language is the aim of an inner-city program where forty-five percent of the target group children are Chinese and thirty-three percent are Puerto Rican. The program will open with two classes each of pre-kindergarten and kindergarten children and children in Grades 1 and 2, and will eventually be expanded to all elementary grade levels. Chinese-American children in the pre-kindergarten and kindergarten classes will receive curricular instruction in Chinese and in English, while the Puerto Rican children will receive curricular instruction in Spanish and in English. Each group will also receive intensive instruction in oral English and reading readiness activities. English-speaking children will have the opportunity to participate in the non-English instruction of the other children. A similar format will be followed in Grades 1 and 2, where the English component will consist of oral language, reading readiness and beginning reading, and the native language component will consist of an IPI (Individually Prescribed Instruction) mathematics program. Subject matter instruction in the two languages will be conducted by bilingual teachers. Weekly in-service meetings will be held with the project staff, and periodic progress discussions will be held with the teacher aides and with the children's parents. The number of students to be served is 270, in Grades Preschool-2. For further information, contact Daniel Friedman, Unit Administrator, 217 Park Row, New York, New York 10038, (212) 962-1410.

ES 200 069

Bilingual Curriculum Development for Cherokees.
Gentry School District 19, Ark.
Project Number DPSC-97-0010
Descriptors—*American Indians, Bilingual Education, *Cherokee, *Cultural Background, English, *Grade 1, Instructional Materials, *Kindergarten Children, Reading Skills, Summer Schools
Children in the first grade whose mother tongue is Cherokee will learn about the Cherokee culture while they are taught to read both Cherokee and English. A preliminary summer session will afford the children socialization experiences and reading readiness activities. A curriculum guide for the mothers of preschool Cherokee children will be developed and will include instructions for parent-child activities at home designed to develop number concepts, color, shape and form discrimination, eye-hand coordination, descriptive language skills, listening skills, and story-telling ability. Materials will be based on Cherokee stories to give the children a better understanding of their history and heritage, as well as the opportunity to see the written form of familiar oral phases. During the fall, basic reading skills will be developed through the utilization of the Cherokee language and alphabet. The final phase of the project will emphasize the continued development of these skills as the children develop basic skills in the English language and alphabet. Parents and other members of the community have been involved in the planning of the project and will continue to be involved in program operation. The number of students to be served is 50, in Grades K-1. For further information, contact Royal H. Osburn, Project Director, P.O. Box 158, Gentry, Arkansas 72734, (501) 736-2251.

ES 200 070

Cherokee Bilingual Education.
Cherokee County Superintendent of Schools, Tahlequah, Okla.
Project Number DPSC-97-0197
Descriptors—Adult Education, *American Indians, *Bilingual Education, *Cherokee, Community Involvement, *Elementary School Students, English, Inservice Teacher Education, *Kindergarten Children, Parent School Relationship
Over a five-year period, bilingual instruction will be introduced into four eastern Oklahoma elementary schools as model centers. Three groups will be served as follows: (1) The Cherokee child entering elementary school without understanding of English will be instructed in Cherokee by a teaching team of a certified teacher and a bilingual Cherokee aide. (2) Prospective teachers attending or planning to attend Northeastern State College and bilingual members of the community who have never been motivated to attend college will be given opportunity to improve their knowledge of Cherokee through college-level classes as they meet requirements for teaching certification. Currently employed elementary teachers may also participate. (3) Parents or guardians of Cherokee children will be given opportunity to learn English as a supplement to their native tongue. Assistance from a project home-school coordinator will bring the parent group closer to the school. The project anticipates a high degree of cooperation with existing Head Start programs, foster grandparent programs, and special training efforts under the Education Professions Development Act. The number of students to be served is 268, in Grade K. For further information, contact J. Ross Underwood,

Northeastern State College, Tahlequah, Oklahoma 74464, (918) 456-2531.

ES 200 071

Bilingual Education Project for Navajo.
San Juan School District, Blanding, Utah
Project Number DPSC-97-0207
Descriptors—*American Indian Culture, *Bilingual Education, *Elementary School Students, English, Individualized Programs, Inservice Teacher Education, *Navaho, *Team Teaching
Teams of two teachers each, one English-speaking and one bilingual, will work in all first and second grade classrooms. Subject matter initially will be taught in Navajo, and instruction in the history and culture of Indians, emphasizing the Navajo, will be added to the curriculum. Project teachers will participate in workshops conducted by a local university which will emphasize the development of an individualized program for each child, in which the use of English and Navajo will be determined by proficiency in each language. The number of students to be served is 160, in Grades 1-2. For further information, contact Lynn Lee, Project Director, Post Office Box 425, Blanding, Utah 84511, (801) 678-3411.

ES 200 072

Chinese Bilingual Pilot Program.
San Francisco Unified School District, Calif.
Project Number DPSC-97-0221
Descriptors—Audiolingual Methods, *Bilingual Education, *Cantonese, Curriculum Design, *English, *Grade 1, Instructional Materials, Reading Instruction, Teaching Techniques, Tutorial Programs
A pilot class of twenty-five first grade students with a bilingual teacher and paraprofessional will be the first step toward building a full scale bilingual program for kindergarten and Grades 1 to 12. The curriculum will be designed by a group of specialists and consultants and will include a variety of teaching strategies, styles, and materials. Activities will include intensive audiolingual drills in English and Cantonese, a nongraded reading program, a remedial reading program and literature, social studies, science, mathematics, and writing programs. A bilingual library for students and teachers and an after-school tutoring program using older students and adults will be introduced. The number of students to be served is 25, in Grade 1. For further information, contact Robert E. Jenkins, Superintendent of Schools, San Francisco Unified School District, 135 Van Ness Avenue, San Francisco, California 94102, (415) 863-4680.

ES 200 073

Bilingualism in an Open-School Educational Program.
New Hampshire Supervisory Union 63, Wilton
Project Number DPSC-97-0228
Descriptors—American History, *Curriculum Design, *Elementary School Students, *English, French, Inservice Teacher Education, *Instructional Materials, Parent Participation, *Second Language Learning, Social Relations
The entire staff, already bilingual, of the Greenville primary school will be involved in restructuring the curriculum and developing materials to teach English as second language to Franco-American children from three small New Hampshire towns. This pilot project will serve only Greenville children as a model program the first year, but will subsequently be expanded into two other primary schools and the regional school for Grades five through twelve. Social interaction between French and Anglo parents and a greater involvement of Anglo parents will be sought through information meetings and using parents as aides. French Canadian history and American history will be introduced simultaneously with an emphasis on their similarities and involve field trips and a variety of visual aids. Teachers will be expected to provide a flexible classroom atmosphere. Sensitivity training and in-service opportunities focusing on the culture of the community will be provided for the instructional staff. The number of students to be served is 149, in Grades 1-3. For further information, contact Robert G. Ilbby, Superintendent of Schools, Main Street, Wilton, New Hampshire 03036, (603) 654-4651.

ES 200 074

Hawaii Bilingual Education Program.
Hawaii Congressional District Number 1
Project Number DPSC-97-0070
Descriptors—*Bilingual Education, *Cross Cultural Studies, *English, *High School Students, Instructional Materials, *Japanese, Parent Participation, Western Civilization
Japanese high school students will develop greater competence in oral and written English and Japanese in a program which will also emphasize greater cross-cultural understanding and appreciation through a social studies course taught in English and Japanese. Texts and audiovisual materials will be developed to supplement the limited textbooks, references and periodicals that exist in this area. The students' parents will have the opportunity of participating in quarterly sessions of seminars, symposiums, panel discussions, and presentations in English and Japanese designed to give the parents a knowledge and appreciation of the values, attitudes and traditions of Western culture and to inform and discuss with them progress in the bilingual high school program. The number of students to be served is 80, in Grades 7-12. For further information, contact Barbara Kim, Project Director, P.O. Box 2360, Honolulu, Hawaii 96804, 548-2811.

ES 200 075

Providence's Program for Bilingual Education.
Providence School Dept., R.I.
Project Number DPSC-97-0038
Descriptors—Biculturalism, *Bilingual Education, Community Involvement, *Elementary School Students, English, *Inservice Education, *Inservice Teacher Education, Instructional Materials, *Language Instruction, Portuguese
An equal number of first and second grade Portuguese-speaking children and monolingual English-speaking children will participate in a program designed to make all the children bilingual. Two mixed classes of children at each grade level will be taught by a native English-speaking teacher, a native Portuguese-speaking teacher and bilingual aides. The children will be grouped for part of the day according to language and will be taught academic subjects in the language most familiar to them; they will also be given instruction in speaking, reading and writing the second language. For the rest of the school day, they will be taught in mixed groups; these activities will initially include physical education and art, and will later be expanded to include teaching each child the same subject matter in both languages. Project personnel will participate in preservice and in-service training which will include the development of appropriate instructional materials. Biculturalism will also be emphasized in the program, and activities will be developed for parents and other members of the community. The number of students to be served is 100, in Grades 1-2. For further information, contact Catherine M. Casserly, Assistant Superintendent in Charge of Federal Programs, 350 Elmgrove Avenue, Providence, Rhode Island 02906, (401) 272-5051.

ES 200 076

Portuguese Bilingual Demonstration Project.
ABC Unified School District, Hawaiian Gardens, Calif.
Project Number DPSC-97-0272
Descriptors—*Bilingual Education, Communication Skills, *Elementary School Students, English, *High School Students, Inservice Teacher Education, Instructional Materials, *Junior High School Students, *Kindergarten Children, Portuguese
Portuguese literary contributions will be used in bilingual classes in Grades K-12 in three urban schools as a basis for cultural understanding and Portuguese-Americans will be used as guest consultants in a program which will incorporate the teaching of Portuguese and English to both Portuguese-speaking students and monolingual English-speaking students. Emphasis in the program will be on the development of communicative arts and skills. Portuguese and English instructional materials will be developed and tested and a cultural resource center will be established to maintain and design cultural resource materials and instructional-support materials. Placement tests will also be developed and field tested. Monthly meetings will be held for project teachers and aides, and specialized summer workshop training will

be available to project personnel and interested administrators and teachers. Representatives of the community will be included in the program advisory committee, and monthly meetings will be held with the parents of participating students and other interested persons. The number of students to be served is 392 in Grades K-12. For further information, contact Charles J. Acosta, Project Director, 21815 South Norwalk Boulevard, Hawaiian Gardens, California 90715, (213) 860-3311, Ext. 366.

ES 300 001

Dropout Prevention Through Performance Contracting.

Texarkana School District 7, Ark.
Project Number DPSC-98-0045
Descriptors—Academic Performance, Accelerated Programs, *Communication Skills, *Dropout Prevention, Instructional Programs, Learning Activities, *Mathematics Instruction, *Reading Instruction, *Study Skills
Reading and mathematics instruction and communication and study skills will be improved through the use of six accelerated learning centers. The centers will develop and test programs for students and their parents, prepare teachers to act as consultants to center staff, and hire and train parents to serve as aides. The centers will be operated by a contractor who will be paid on the basis of increases in students' grade levels of achievement. During later phases of the program, instructional systems developed by the center will be integrated into the regular school curriculum with the help of the consultant-teachers. A work-study program and a system for the early identification of potential dropouts will also be developed. A total of three school districts will participate in the project. The number of students to be served is 7,475 in Grades 7-12. For further information, contact Edward Trice, Superintendent of Schools, Texarkana School District No. 7, 1500 Jefferson, Texarkana, Arkansas 75501, (501) 774-9382.

ES 300 002

Dade County Talent Development Program.

Dade County Board of Public Instruction, Miami, Fla.
Project Number DPSC-98-0075
Descriptors—*Autoinstructional Aids, *Behavioral Objectives, Demonstration Programs, *Dropout Prevention, *Technical Education, *Vocational Education
A vocational and technical education program will provide instruction in mathematics, oral and written English, business skills and practices, and consumer education. A center for self-instruction will offer individualized programs which students may complete for academic credit during and after regular school hours, thereby enabling them to hold part-time jobs during the day. Materials at the center will include programmed units designed by school staff and audiovisual teaching aids. Children in Grades 7, 8, and 9 with a history of maladaptive behavior will be taught in an engineered classroom, where efforts will be made to modify their behavior so they can conform to the behavioral requirements of the regular classroom. In another project component, three male teachers will maintain personal contact with parents of potential dropouts through visits to homes, meetings at school, and an information center. Other program components will include a staff development program, vocational and recreational activities for the parents of potential dropouts, and diagnostic screening programs for the early identification of potential dropouts. The number of students to be served is 4,575 in Grades 7-12. For further information, contact Bert M. Kleiman, Project Director, 1410 N.E. Second Avenue, Miami, Florida 33132, (305) 350-3243.

ES 300 003

Focus on Drop-Outs--A New Design

Paducah Independent School District, Ky.
Project Number DPSC-98-0001
Descriptors—*Consortia, *Dropout Prevention, *Individualized Instruction, Parent Participation, Remedial Programs, *Teacher Education, *Vocational Education
Educational, personal, and social problems of potential dropouts will be attacked through a consortium involving two school districts and two institutions of higher learning. The program will include three components: an intensive-unit program will provide individualized instructional and vocational training activities for potential dropouts; an extensive training program will provide teachers with new skills for building pupils' self-concepts; a home-school-community program will help parents understand their children's behavior and develop a more constructive parent-child relationship. The consortium arrangement will enable project activities to be tested in both a large and small urban setting. The number of students to be served is 4,525, in Grades 7-12. For further information, contact Jessie Beasley, Project Director, Paducah Independent School District, 10th and Clark Streets, Paducah, Kentucky 42001, (502) 442-5009.

ES 300 004

KAPS (Keep All Pupils in School).

Baltimore City Public Schools, Md.
Project Number DPSC-98-0318
Descriptors—*Dropout Prevention, Elementary School Students, *Flexible Scheduling, High School Students, *Individualized Instruction, *Special Programs, *Work Study Programs
Emphasis upon modification of the school day will be the focus of a five-component approach to dropout prevention. The program will include individualization of instruction--beginning with the language arts curriculum-- flexible scheduling, a skills center, a work-study program, and cultural activities. The work-experience program will include elementary and high school students. Elementary school children will be given tasks to do in the school and will receive points which can be traded for educational games and toys. Some high school students will be paid a stipend to tutor elementary school children; others will be employed by local businesses. Parents will be hired to serve as school-community liaison personnel and in-service training will be provided for them as well as for classroom teachers. Programs for special education students and special classes for students who have been unable to succeed in the regular classroom setting also will be provided by the project. The number of students to be served is 4,000 in Grades 7-12. For further information, contact Quentin R. Lawson, Planning Director, Calvert Educational Center, 200 East North Avenue, Baltimore, Maryland 21202, (301) 685-6659.

ES 300 005

Project Process for Student Success

Fall River Public Schools, Mass.
Project Number DPSC-98-0305
Descriptors—Adult Education, *Community Schools, Counseling Services, *Curriculum Development, Employment Opportunities, *High School Students, In-service Teacher Education, *Junior High School Students, *Science Programs, Vocational Education
At the middle-school level, a laboratory science program will be initiated, the entire curriculum will be studied and revised, and a community school offering a vocational skill center, an enrichment center, a tutorial center, and adult and family education courses will be established. For secondary school students, work opportunities at a summer camp and at a student-run manufacturing facility, a movie-making program, and increased guidance services are planned. In-service training will enable teachers to assess student needs, utilize new teaching methods, and become more receptive to community ideas. Auxiliary personnel will also be recruited and trained. In addition to the major project components, several micro-projects will be funded under the project. For this phase of the program, administration, teachers, students, or parents with an idea for improvement of the school program and curriculum may present a proposal and receive up to $2,500 to carry it out. The number of students to be served is 5,200, in Grades 7-12. For further information, contact Martin Barney, Project Director, 388 Rock Street, Fall River, Massachusetts 02720, (617) 676-1000.

ES 300 006

Project STAY.

Saint Louis Board of Education, Mo.
Project Number DPSC-98-0241
Descriptors—After School Programs, Continuation Education, *Dropout Prevention, Guidance Programs, *High School Students, *Junior High School Students,

*Potential Dropouts, *Urban Schools, Vocational Education, Work Study Programs

Students identified as potential dropouts in an inner city middle school and a high school with a high dropout rate will have the opportunity of participating in a variety of programs designed to meet their individual needs. Before the program was designed, dropouts, students, and teachers were asked to select factors which might prevent students from dropping out of school. The general feeling among the three groups was that some type of vocational training program, coupled with more concentrated and individual assistance from teachers and counselors, would be effective. In light of this, program designers developed a comprehensive work study program and a guidance program which emphasizes successful involvement of students in school programs and more direct involvement of teachers in guidance activities. Other components of the program include the provision of continued educational opportunities for pregnant girls, social adjustment classes for students who have difficulty adjusting to the regular classroom environment, instructional and curriculum revision, and an extensive after-school program designed specifically to interest potential dropouts. The number of students to be served is 3,500, in Grades 7-12. For further information, contact Rufus Young, Project Director, 5331 Enright Street, St. Louis, Missouri 63112, (314) 863-2030.

ES 300 007

Potential Dropout Recognition and Prevention Program.

Chatauqua County Board of Cooperative Educational Services, Fredonia, N.Y.

Project Number DPSC-98-0215

Descriptors—Counseling Services, *Dropout Identification, *Dropout Prevention, *High School Students, Individualized Instruction, Inservice Teacher Education, *Junior High School Students, Social Workers, *Student Attitudes, Youth Programs

During and after school hours, counselors and social workers, assisted by aides, will work with potential dropouts, their parents, and community agencies in an effort to develop youth programs which will help the student form a positive attitude toward the school and toward himself and his future. A life-oriented curriculum combining traditional academic work with courses in such areas as consumer economics, occupational orientation, and family and mental health will be designed and implemented. In addition, work-study programs and individualized remedial instruction for students and inservice education for teachers will be provided. The project is being conducted in six school districts in rural or small communities. The number of students to be served is 5,430, in Grades 7-12. For further information, contact Richard E. Miga, Project Director, Box 250, Fredonia, New York 14063, (716) 673-1516.

ES 300 008

Project Emerge.

Dayton City School District, Ohio

Project Number DPSC-98-0035

Descriptors—*Curriculum Development, *Dropout Prevention, *Individualized Instruction, *Inservice Teacher Education, Mathematics Instruction, Reading Improvement, School Community Relationship, *Skill Development

Councils composed of school and community personnel, outside consultants, and student representatives will be organized to plan and monitor project activities. Inservice training for teachers will utilize sensitivity training, small group discussions, presentation of new materials and techniques, and visitations to other programs. At the same time, reading laboratories and programmed mathematics and reading courses, cooperative education programs offering opportunities for student employment, small group projects and discussions in social science and humanities classes, and special group activities for dropout-delinquent youth will be added to the curriculum. The project is also conducting a study of the causes of students leaving school and methods to prevent students from dropping out. The number of students to be served is 2,500, in Grades 7-12. For further information, contact Wayne M. Carle, Superintendent, Dayton City School District, 348 West First Street, Dayton, Ohio 45402, (513) 461-3850.

ES 300 009

Parental Attitude and Student Retention Program.

Shannon County Independent School District, Batesland, S. Dak.

Project Number DPSC-98-0331

Descriptors—*American Indians, *Dropout Prevention, Educational Improvement, *High School Students, *Parent School Relationship, Work Study Programs, Identifiers—*Oglala Sioux Indians

Preparing Oglala Sioux Indian parents and students to accept high school and revitalizing the high school program to encourage students to remain in school will be the focus of project activity. The first component will include seminars and social activities for adults, home visits by Indian paraprofessionals, and individualized instruction for children to prepare them for high school courses. Curriculum revision will be oriented toward three topics: a study of community development needs of the reservation, a study of the relationship between Indian culture and American culture, and a study of the improvement of education for Indian schools on the reservation. An instructional materials center will facilitate the acquisition, production, and dissemination of materials. Inservice training will be provided for teachers. A work study program is also planned, and efforts will be made to return dropouts to school. The number of students to be served is 750, in Grades 7-12. For further information, contact Robert R. Spells, Superintendent, Shannon County Independent School District, Batesland, South Dakota 57716, (605) 923-1431.

ES 300 010

Seattle Dropout Prevention Program.

Seattle Public Schools, Wash.

Project Number DPSC-98-0168

Descriptors—Basic Skills, Community Involvement, Counseling Services, *Demonstration Projects, *Dropout Prevention, *High School Students, *Instructional Materials, *Junior High School Students, Teaching Procedures, Work Experience Programs

Each of two junior high schools will develop demonstration pilot projects: one will focus on revitalizing curriculum materials, instructional procedures, and community involvement, and the other will emphasize the development of basic skills through the use of an educational enrichment laboratory, a communications skills laboratory, and instructional planning and development using a team approach. The senior high school component will include an expanded counseling program, a work experience program, and a personal development academy for students who have been suspended from school or who are about to leave school for social, economic, or academic reasons. A research project to develop a plan of action for improving school conditions and dealing with current conflict and confrontation in the schools will also be initiated. The number of students to be served is 4,100, in Grades 7-12. For further information, contact Forbes Bottomly, Superintendent of Schools, Seattle Public Schools, 815 Fourth Avenue North, Seattle, Washington 98109, (206) 587-3413.

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PACESETTERS IN INNOVATION, Fiscal Year 1969, is designed to present information to the educational community and the public on Projects to Advance Creativity (PACE), projects funded under the Bilingual Education Program, and projects funded under the Drop-out Prevention Program, which were approved during fiscal year 1969. This section, describing the products and services offered by the Educational Resources Information Center (ERIC), is included here to alert users of this volume to other information sources available to them.

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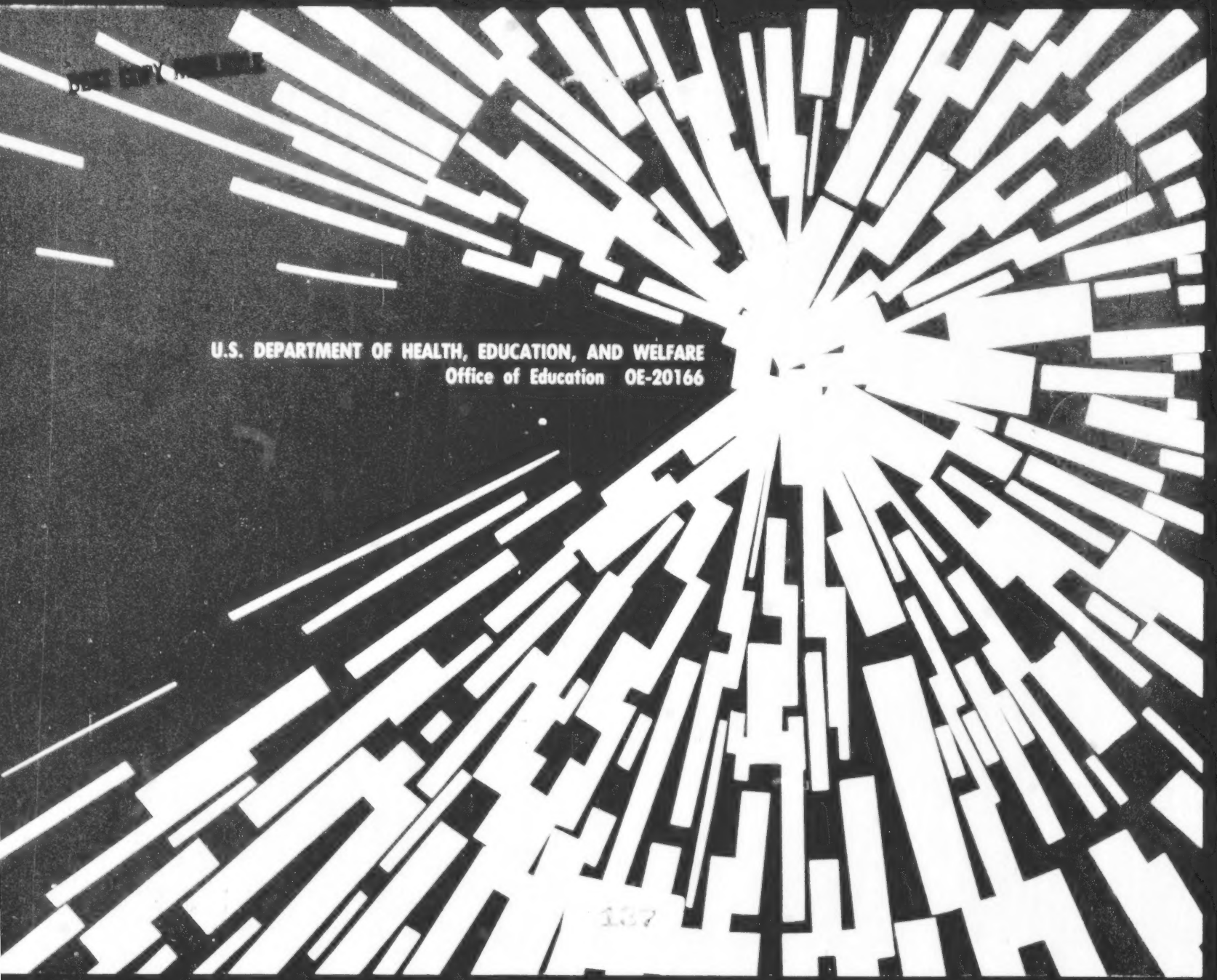
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